МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ «ХАРКІВСЬКИЙПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

Кафедра _____соціології і публічного управління_____
(назва)

КОМПЛЕКС НАВЧАЛЬНО-МЕТОДИЧНОГО ЗАБЕЗПЕЧЕННЯ ДИСЦИПЛІНИ

Іноземна мова за професійним спрямуванням

(назва навчальної дисципліни)

рівень вищої освіти_____другий (магістерський)_____
перший (бакалаврський) / другий (магістерський)

галузь знань_____05 Соціальні та поведінкові науки_____
(шифр і назва)

спеціальність_____054 Соціологія_____
(шифр і назва)

освітня програма _____Соціологічне забезпечення економічної діяльності__
(назви освітніх програм спеціальностей)

вид дисципліни _____загальна підготовка (обов'язкова)_____
(загальна підготовка (обов'язкова/вибіркова) / професійна підготовка
(обов'язкова/вибіркова))

форма навчання_____денна_____
(денна / заочна)

Харків – 2024 рік

Силабусосвітнього компонента
Програманавчальноїдисципліни

Іноземна мова за професійним спрямуванням

Шифр та назваспеціальності
054 – Соціологія

Інститут
Навчально-науковий інститут соціально-гуманітарних технологій

Освітняпрограма
Соціологічнезабезпеченняекономічноїдіяльності

Кафедра
Соціології і публічногоуправління (305)

Рівеньосвіти

Магістр

Типдисципліни
Обов'язкова

Семестр
1

Мовавикладання
англійська

Викладачі, розробники

ГОРОШКО ОленаІгорівна

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Докторкасоціологічних наук, професорка, професоркакафедрисоціології і публічногоуправління (НТУ «ХПІ»)
Авторкапонад 300 наукових і навчально-методичнихпублікацій. Провідналекторка з курсів: «Соціологіяінтернет-комунікацій», «Англійська за академічнимспрямуванням», «Теоріяінформаційногосуспільства», «Соціальнікомунікації в глобальному суспільстві», «Бізнес-комунікації»
Детальніше про викладача на сайті кафедри
https://web.kpi.kharkov.ua/sp/goroshko-olena-igorivna/

Загальна інформація

Анотація

Курс присвячено вивченню основ спілкування у іншомовному (англомовному) професійному та бізнес середовищі.

Мета та цілідисципліни

Розвиток комунікативних іншомовних компетенцій для задоволення потреб професійного спілкування та підготовка студентів до ефективної усної та письмової комунікації у їх академічній та професійній діяльності. У результаті вивчення дисципліни «Іноземна мова за професійним спрямуванням» студент має: знати/розуміти: мовленнєвий матеріал мови, що вивчається (лексика, граматика, структурні й мовленнєві моделі) у професійному контексті (граматичні структури, типові для усної й письмової професійно-орієнтованої комунікації; міжнародну лексику; термінологічну лексику; правила ділового етикету та міжкультурної комунікації); мовленнєві особливості професійного спілкування, а також спілкування у мережі Інтернет; загальновживану, загальноекономічну й професійну лексику в активному володінні та для пасивного сприйняття; роль володіння іноземною мовою у сучасному світі, особливості стилю життя, побуту, культури мовлення англомовних країн; уміти: користуватися іноземною мовою у професійній діяльності та у побутовому спілкуванні: здійснювати пошук інформації за завданням, збирання, аналіз даних, необхідних для вирішення професійних завдань; працювати з іншомовними джерелами інформації; розуміти зміст текстів професійно-орієнтованого характеру; презентувати іншомовну інформацію професійного характеру; сприймати зміст навчальних аудіо- та відеоматеріалів професійного спрямування; брати активну участь у дискусіях, обґрунтовувати власну точку зору; здійснювати ефективну професійну комунікацію з представниками інших культур.; здійснювати письмову комунікацію (складати CV, заяви; писати електронні повідомлення, листи професійного характеру).

Формат занять

Лекції, практичні заняття, самостійна та індивідуальна робота, консультації. Підсумковий контроль – залік.

Компетентності

ЗК01. Здатність до абстрактного мислення, аналізу та синтезу.

ЗК02. Здатність працювати автономно.

ЗК03. Здатність спілкуватися з представниками інших професійних груп різного рівня (з експертами з інших галузей знань/видів економічної діяльності).

ЗК04. Здатність працювати в міжнародному контексті.

СК05 – Здатність обговорювати результати соціологічних досліджень та проектів українською та іноземними мовами.

СК07 – Здатність розробляти та оцінювати соціальні проекти і програми.

СК08 – Здатність співпрацювати з європейськими та євроатлантичними інституціями.

Результати навчання

ПР03. Розробляти і реалізовувати соціальні та міждисциплінарні проекти з урахуванням соціальних, економічних, правових, екологічних та інших аспектів суспільного життя.

ПР05. Здійснювати пошук, аналізувати та оцінювати необхідну інформацію в науковій літературі, банках даних та інших джерелах.

ПР06. Вільно спілкуватись усно і письмово українською мовою та однією з іноземних мов при обговоренні професійних питань, досліджень та інновацій у сфері соціології та суміжних наук у тому числі в контексті співпраці з європейськими та євроатлантичними інституціями.

Обсяг дисципліни

Загальний обсяг дисципліни 90 год. (3кредитаECTS): лекції – 16 год., практичні заняття – 16 год., самостійна робота – 58 год.

Передумови вивчення дисципліни (пререквізити)

Для успішного проходження курсу необхідно мати знання та практичні навички з наступних

дисциплін: Іноземна мова, Іноземна мова для дослідників. Рівень володіння англійської - B2 ESP.

Особливості дисципліни, методи та технології навчання

Лекції проводяться інтерактивно з використанням мультимедійних технологій. На практичнихзаняттях використовується проектний підхід до навчання, ігрові методи, акцентується увага назастосуванні інформаційних технологій в англомовному бізнес-середовищі. Навчальні матеріали

доступні студентам черезGoogleDiskDrive та системуLMS (learningmanagementsystems). Під час проведення лекційних занять з навчальної дисципліни передбачено застосування також таких методів навчання: пояснювально-ілюстративний метод (демонстрація на екрані слайдів презентацій, візуалізації навчального матеріалу); метод проблемного викладення; частково-пошуковий, або евристичний метод (лекції за окремими темами викладаються в проблемний формі).

Практичні заняття – проводяться у формі семінарських занять. Для семінарських занять студенти опрацьовують лекційний матеріал, готують виступи з використанням навчальної і наукової літератури, виступають з презентаціями. Лектор оцінює активність студентів впродовж семінару за прийнятою шкалою оцінок в балах. Під час семінарського заняття обов'язково за кожною темою оцінюються рівень знань студентів за допомогою тестових завдань та письмової самостійної роботи на знання основних понять за темою.

Програма навчальної дисципліни

Теми лекційних занять

Тема 1. FoundationsofOrganizationalCommunication
Understandthatcommunicationinanorganizationishighlycomplex.

Recognizehowthechangingnatureoforganizationsimpactstheircommunications.

Befamiliarwithcurrentinitiativesofqualityandre-engineeringastheyinfluenceorganizationalcommunication.

Beabletoidentifythelinear, interactive, andtransactionalprocessesofcommunication.

Knowthatanorganization'scommunicationismodifiedbyitsculture, climate, communicationchannels, andcommunicators—attheexecutive, managerial, supervisory, andemployeelevels.

Тема 2. BusinessCommunication …
Whataremaincharacteristicsofbusinesscommunication?

Whattypesofbusinesscommunicationdoyouknow?

Whatformsofbusinesscommunicationdoyouknow?

Whatarebasicfunctionsofcommunication?

Whatmaincommunicativemodelscanyoudescribe?

Whatmainbusinessskillsdoyouknow?

Підтеми / перелік питань

Тема 3. BusinessCommunicationSkillsinGlobalPerspectives
Whatbusinessskillsdoyouknow?

Whatisthetopofbusinessskills 2020?

WhataremaindifferencesbetweenSoftSkillsandHardSkills?

HowGlobalizationimpactsthebusinessskillrating?

WhatdoesEmotionalIntellectmean?

Whatismoreimportantforyourcareeringlobalbusinesses: SoftSkillsorHardSkills?

Тема 4. VerbalandNon-verbalCommunication
Discussverbalcommunicationanditsroleinbusiness

Discussnonverbalcommunicationanditsroleinbusiness

Discusstypesofnonverbalcommunication

Howtointerpretnon-verbalmessagesintheWorkplace

Howmanynon-verbalformsofcommunicationdoyouusepersonallyinyoureverydaylife?

Теми практичних занять
Тема 1. NegotiationSkills
DefinitionofNegotiationSkills;

StagesofNegotiationProcess;

Whatskillsareneededtobe a goodnegotiator?

Top 12 NegotiationSkillsYouMustLearntoSucceed;

ThingstoavoidinNegotiation;

Characteristicsof a goodnegotiator

Тема 2. Conflict – ResolutionandCross-CulturalSkills
Whatisconflictresolution?

Whyshouldyouresolveconflict?

Whenshouldyouresolveconflict?

Howshouldyouresolveconflict?

WhatareConflictResolutionSkills?

ConflictManagementSkills: DefinitionandExamples

Howtoimproveconflictmanagementskills

Cross-culturalSkillsinUse

Тема 3. LeadershipandPresentationSkills…

LeadershipSkills: DefinitionsandExamples

Whatdoleadershipskillsmean?

Descriptionofsomeexamplesofskillsthatmake a strongleader

Whatmakes a goodleader?

NumerateTopSixLeadershipSkills

Describekeyskillsrelatedtobeing a strongleaderthroughdecisiveness

PresentationSkillsinUse

Тема 4. Team-working, Team-building, andTimeManagementSkills

WhatareTeam-workingandTeam-Building?

Whatareteam-buildingskillsandwhyaretheyimportant?

Delegation

Motivation

Teamwork

Leadership

Communication

Reliability

ImportanceofTeamBuildingandTeam-working

Howtofacilitateteambuildingandteamworking

Time-ManagementSkills

Теми лабораторних робіт
Лабораторні роботи в рамках дисципліни не передбачені.

Самостійна робота

Самостійна робота студентів здійснюється у формі індивідуальних або групових завдань – вид самостійної роботи поза аудиторними годинами, коли студенти, використовуючи лекційний матеріал та додаткові джерела знань, розробляють власну тему.

Підготовка презентації – вид самостійної роботи, що виконується студентом (або 2-3 студентами) поза аудиторними годинами. Студент вільно обирає тематику з числа тем, які пропонуються планами семінарських занять, або узгоджує з викладачем ініціативну тематику. Наступним кроком студент здійснює бібліографічний пошук, використовуючи бібліотечні фонди або Інтернет-ресурси. Також складає план презентації або ставить питання, на які треба отримати аргументовану відповідь. Опанувавши джерела за темою, студент розкриває зміст питань та представляє виконану роботу на семінарі. Обсяг презентації – 16-25 слайдів, текст доповіді – 4-6 стандартних сторінок, набраних на комп'ютері. Основний зміст презентації доповідається у вільній формі на семінарському занятті, і студент отримує оцінку від викладача.

Література та навчальні матеріали

Основна література:

1. Argenti, P., (2016). StrategicCommunicationInBusinessandProfessions (Looseleaf) - 8th edition, Pearson
2. BusinessWritingandCommunication (2010). 256 Pageshttps://www.pdfdrive.com/business-writing-and-communicationpdf-e33410233.html
3. O'Hair, D. (2011). OrganizationalCommunication: ApproachesandProcesses 6th EditionCengageLearning; 6th edition (January 6, 2011) 336 pages
4. OnlineEnglishGrammarBookhttps://www.englishpage.com/grammar/

Допоміжна література:

5. Clarke, T. (2022). WritingforSocialMedia: 7 TipsandToolsAvailableat: https://blog.hootsuite.com/writing-for-social-media/
6. Cohen-Almagor,R.(2023). "Howtoconducthostagenegotiations – opinion", TheJerusalemPost, December 26, 2023, https://www.jpost.com/opinion/article-779536
7. Day, Ch., (2021). 10 HelpfulSocialMediaWritingTipsForBusinesses. Availableat: https://www.agorapulse.com/blog/social-media-writing-tips/
8. GlobalSkills: Creatingempowered 21st centurycitizens(2024). Oxford University Press. Available

at:https://elt.oup.com/feature/global/expert/global-skills?cc=de&selLanguage=en

9. TheJobSkillsof 2024.TheFastest-GrowingJobSkillsforBusinesses, Governments, andHigherEducationInstitutions. Available at: https://www.coursera.org/skills-reports/job-skills

Система оцінювання

**Критерії оцінювання успішності студента
та розподіл балів**

100% підсумковоїоцінкискладаються з результатівоцінювання у виглядізаліку (20%) та поточного оцінювання (80%). Залік: виконанняіндивідуальногозавдання та уснадоповідь. Поточнеоцінювання: виконанняіндивідуальногозавдання у вигляді реферату з презентацієюйого (40%) та виконаннязавдань за темами під час практичних занять (40%).

Шкалаоцінювання

Сумабалів	Національнаоцінка	ECTS
90–100	Відмінно	A
82–89	Добре	B
75–81	Добре	C
64–74	Задовільно	D
60–63	Задовільно	E
35–59	Незадовільно (потрібнедодатковевивчення)	FX
1–34	Незадовільно (потрібнеповторневивчення)	F

Норми академічної етики і політика курсу

Студент повинен дотримуватися «Кодексу етики академічних взаємовідносин та доброчесності НТУ «ХПІ»: виявляти дисциплінованість, вихованість, доброзичливість, чесність, відповідальність. Конфліктні ситуації повинні відкрито обговорюватися в навчальних групах з викладачем, а при неможливості вирішення конфлікту – доводитися до відома співробітників дирекції інституту.

Нормативно-правове забезпечення впровадження принципів академічної доброчесності НТУ «ХПІ» розміщено на сайті: http://blogs.kpi.kharkov.ua/v2/nv/akademichna-dobrochesnist/

Погодження

Силабуспогоджено   Датапогодження, підпис   Завідувачкафедри
                                                               Володимир МОРОЗ

30.06.23

Датапогодження, підпис   Гарант ОП
Юрій КАЛАГІН

30.06.23

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ
«ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

Кафедра соціології і публічного управління

КОНСПЕКТ ЛЕКЦІЙ З НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

«Іноземна мова за професійним спрямуванням»

2024

Курс присвячено вивченню основ спілкування у іншомовному професійному та бізнес середовищі.

Мета курсу полягає у розвитку комунікативних іншомовних компетенцій для задоволення потреб професійного спілкування та підготовка студентів до ефективної усної та письмової комунікації у їх академічній та професійній діяльності. У результаті вивчення дисципліни «Іноземна мова за професійним спрямуванням» студент має: знати/розуміти: мовленнєвий матеріал мови, що вивчається (лексика, граматика, структурні й мовленнєві моделі) у професійному контексті (граматичні структури, типові для усної й письмової професійно-орієнтованої комунікації; міжнародну лексику; термінологічну лексику; правила ділового етикету та міжкультурної комунікації); мовленнєві особливості професійного спілкування, а також спілкування у мережі Інтернет; загальновживану, загальноекономічну й професійну лексику в активному володінні та для пасивного сприйняття; роль володіння іноземною мовою у сучасному світі, особливості стилю життя, побуту, культури мовлення англомовних країн; уміти: користуватися іноземною мовою у професійній діяльності та у побутовому спілкуванні: здійснювати пошук інформації за завданням, збирання, аналіз даних, необхідних для вирішення професійних завдань; працювати з іншомовними джерелами інформації; розуміти зміст текстів професійно-орієнтованого характеру; презентувати іншомовну інформацію професійного характеру; сприймати зміст навчальних аудіо- та відеоматеріалів професійного спрямування; брати активну участь у дискусіях, обґрунтовувати власну точку зору; здійснювати ефективну професійну комунікацію з представниками інших культур.; здійснювати письмову комунікацію (складати CV, заяви; писати електронні повідомлення, листи професійного характеру).

Теми що розглядаються

Змістовий модуль № 1 OrganizationalCommunication

Тема 1.Foundations of Organizational Communication
1. Understand that communication in an organization is highly complex.
2. Recognize how the changing nature of organizations impacts their communications.

3. Be familiar with current initiatives of quality and re-engineering as they influence organizational communication.
4. Be able to identify the linear, interactive, and transactional processes of communication.
5. Know that an organization's communication is modified by its culture, climate, communication channels, and communicators—at the executive, managerial, supervisory, and employee levels.

Текст лекції

https://docs.google.com/presentation/d/10NrbhEO0znGtInNnMewpj5LKIxldL6lG/edit?usp=drive_web&ouid=116688197353429700322&rtpof=true

Тема 2.Business Communication

1. What are main characteristics of business communication?
2. What types of business communication do you know?
3. What forms of business communication do you know?
4. What are basic functions of communication?
5. What main communicative models can you describe?
What main business skills do you know?

Текст лекції

https://docs.google.com/presentation/d/1T0TRCmP47XRkMrMPeYy04Ax39CecekGA/edit?usp=drive_web&ouid=116688197353429700322&rtpof=true

Тема 3.Business Communication Skills in Global Perspectives

1. What business skills do you know?
2. What is the top of business skills 2020?
3. What are main differences between Soft Skills and Hard Skills?
4. How Globalization impacts the business skill rating?
5. What does Emotional Intellect mean?
What is more important for your career in global businesses: Soft Skills or Hard Skills?

Текст лекції

https://docs.google.com/presentation/d/19lwOVTZQgIdWoCWr-JWjIeNR_EP7SXni/edit?usp=drive_web&ouid=116688197353429700322&rtpof=true

Тема 4.Verbal and Non-verbal Communication

1. Discuss verbal communication and its role in business
2. Discuss nonverbal communication and its role in business
3. Discusstypesofnonverbalcommunication
4. How to interpret non-verbal messages in the Workplace
5. How many non-verbal forms of communication do you use personally in your everyday life?

Текст лекції

https://docs.google.com/presentation/d/1JhYgGTkgl3evEdFwTn5a_yYGI66JCc55/edit?usp=drive_web&ouid=116688197353429700322&rtpof=true

Змістовий модуль2. Skills in Action

Тема 5.NegotiationSkills

1. DefinitionofNegotiationSkills;
2. StagesofNegotiationProcess;
3. What skills are needed to be a good negotiator?
4. Top 12 Negotiation Skills You Must Learn to Succeed;
5. Things to avoid in Negotiation;
6. Characteristicsof a goodnegotiator

Текст лекції

https://docs.google.com/presentation/d/1mdNsoZsWSGVrAMhazHd3NoXGCOTPjnFq/edit?usp=drive_web&ouid=116688197353429700322&rtpof=true

Тема 6.Conflict – ResolutionandCross-CulturalSkills

1. WHAT IS CONFLICT RESOLUTION?
2. WHY SHOULD YOU RESOLVE CONFLICT?
3. WHEN SHOULD YOU RESOLVE CONFLICT?
4. HOW SHOULD YOU RESOLVE CONFLICT?
5. WHAT ARE CONFLICT RESOLUTION SKILLS?
6. CONFLICT MANAGEMENT SKILLS: DEFINITION AND EXAMPLES
7. HOW TO IMPROVE CONFLICT MANAGEMENT SKILLS
8. CROSS-CULTURAL SKILLS IN USE

Текст лекції

https://docs.google.com/presentation/d/1WOaxJikOxuPXEUdntzGSK-dQW-BSm48X/edit?usp=drive_web&ouid=116688197353429700322&rtpof=true

Текст практичного класу

https://docs.google.com/presentation/d/1iKahjv0Zxox2rw1zEgOjB_pm_2t2ta VS/edit?usp=drive_web&ouid=116688197353429700322&rtpof=true

Тема 7.LeadershipandPresentationSkills

1. LeadershipSkills: DefinitionsandExamples
2. What doleadership skillsmean?
3. Description of some examples of skills that make a strong leader
4. What makes a good leader?
5. NumerateTopSixLeadershipSkills
6. Describe key skills related to being a strong leader through decisiveness
7. Presentation Skills in Use

Текст лекції

https://docs.google.com/presentation/d/1FhfsoQRBX-ml3Vr7ajZt9EiLnMks5m_X/edit?usp=drive_web&ouid=116688197353429700032 2&rtpof=true

Текст практичного класу

https://docs.google.com/presentation/d/1A6neU8tEx-RKLoKf_rxlgXsaHVRASogE/edit?usp=drive_web&ouid=116688197353429700322&rtpof=true

Тема 8.Team-working, Team-building, and Time Management Skills

1. What are Team-working and Team-Building?
2. What are team-building skills and why are they important?
   a. Delegation

b. Motivation
c. Teamwork
d. Leadership
e. Communication
f. Reliability
3. Importance of Team Building and Team-working
4. How to facilitate team building and team working
5. Time-ManagementSkills

Текст лекції

https://docs.google.com/presentation/d/11tgtiwEHEoZNCsbjFuVLZYRbZ5Q4h3H
3/edit?usp=drive_web&ouid=116688197353429700322&rtpof=true

Текст практичного класу

https://docs.google.com/presentation/d/13KIN9Prm4QgSla6gCRJEVAEFMHJaXp
Gn/edit?usp=drive_web&ouid=116688197353429700322&rtpof=true

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ «ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

Кафедра _____ соціології і публічного управління _____
(назва кафедри, яка забезпечує викладання дисципліни)

ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ З НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Іноземна мова за професійним спрямуванням

(назва навчальної дисципліни)

рівень вищої освіти_____ другий (магістерський) _____
перший (бакалаврський) / другий (магістерський)

галузь знань_____05 Соціальні та поведінкові науки

(шифр і назва)

спеціальність _____054 Соціологія_____
(шифр і назва)

освітня програма **«СОЦІОЛОГІЧНЕ ЗАБЕЗПЕЧЕННЯ ЕКОНОМІЧНОЇ ДІЯЛЬНОСТІ»**
(назви освітніх програм спеціальностей)

вид дисципліни _____ загальна підготовка; обов'язкова _____
(загальна підготовка / професійна підготовка; обов'язкова/вибіркова)

форма навчання _____ денна _____
(денна / заочна/дистанційна)

Харків – 2024 рік

Питання для самостійної роботи з курсу

Перший модуль включає в себе питання, що стосуються формування у майбутніх спеціалістів фундаментальні знання з теорії організаційної та бізнес-комунікації та дати студентам уявлення про існуючі індивідуальні особливості і властивості людини, що впливають на індивідуальний стиль спілкування; розвиток навиків організації ефективних форм індивідуальних і групових комунікацій. Також значна увага приділяється сучасним тенденціям розвитку комунікативних соціальних практик в умовах поглиблення глобалізаційних трендів у модерному суспільстві та покращення мовленнєвих навичок у англомовному бізнес-середовищі.

Тема 1. Foundations of Organizational Communication
1. .ThinkingAbouttheContent
2. What are your key takeaways from this lecture? What is something you have learned or something you would like to add from your experience?
3. Recall one time you felt offended or insulted in a conversation. What contributed to your perception?
4. When someone lost your trust, were they able to earn it back?
Does the communicator have a responsibility to the audience? Does the audience have a responsibility to the speaker? Why or why not?

Література: 1-6

Тема 2. Business Communication

1. How to explain clearly, and concisely, the nature of the task.

2. How to tell people what to do and how to do it.

3. How to encourage people when work is well done.

4. How to build relationships with your staff.

5. How to share problems with them, and listen to their ideas and feelings.

6. How to delegate effectively, so that there is a clear understanding of what problems people should bring to you.

7. How to explain why you are behaving differently as a leader in a particular situation - why, in effect, you are being consistent in your inconsistency

Література: 1-3, 5-7

Тема 3. Business Communication Skills in Global Perspectives

1. Active listening.
2. Adaptability.
3. Communication.
4. Emotional intelligence.
5. Innovation.
6. Teamwork.
Work ethic.

Література: 1-3, 5-6, 9, 10

Тема 4. Verbal and Non-verbal Communication

- Whatisnonverbalcommunication?
- EightTypesofNonverbalCommunication
- HowtoInterpretNonverbalMessagesintheWorkplace
- Understandbodylanguagewithonlinelearning
- How to become a non-verbal communication prosumer
- Howtoimproveyournonverbalcommunicationskills

Advantages of Non-verbal Communication in Business

Література: 1-2

Змістовий модуль2. SkillsinAction

Другий модуль включає в себе питання, що стосуються розвитку м'яких навичок. Також модуль спрямовано **на формування таких компетентностей**: здатність здійснювати комунікаційну діяльність, уміння працювати у колективі та команді; вміння створювати та організовувати ефективні комунікації в процесі управління; здатність формувати лідерські якості та демонструвати їх у процесі управління людьми; здатність розробляти систему заходів щодо забезпечення позитивного іміджу людини, власного бренду або підприємства; крос-культурні навички спілкування у іншомовному середовищі.

Тема 5. NegotiationSkills
1. Negotiation Skills: What does it Mean?
2. Stages of Negotiation1. Preparation2. Discussion3. Clarifying Goals
3. Negotiate Towards a Win-Win Outcome
4. Informal Negotiation
5. Characteristics of a good negotiator
6. Things to Avoid in Negotiation
Література: 1-6, 11-12

Тема 6. Conflict – Resolution and Cross-Cultural Skills
1. WHAT IS CONFLICT RESOLUTION PROBLEM?
2. WHY SHOULD YOU RESOLVE CONFLICT?
3. WHEN SHOULD YOU RESOLVE CONFLICT?
4. STAGES OF CONFLICT:
5. UNDERSTAND THE CONFLICT
6. COMMUNICATE WITH THE OPPOSITION
7. . BRAINSTORM POSSIBLE RESOLUTIONS
8. CHOOSE THE BEST RESOLUTION
9. USE A THIRD-PARTY MEDIATOR
10. . EXPLORE ALTERNATIVES
11. COPE WITH STRESSFUL SITUATIONS AND PRESSURE TACTICS
CONFLICT MANAGEMENT SKILLS: DEFINITION AND EXAMPLES

Література: 1-9

Тема 7. Leadership and Presentation Skills

1. LeadershipSkills: DefinitionsandExamples
2. Whatareleadershipskills?
3. Descriptionofsomeexamplesofskillsthatmake a strongleader
4. Whatmakes a goodleader?
5. NumerateTopSixLeadershipSkills
6. Describekeyskillsrelatedtobeing a strongleaderthroughdecisiveness
7. A successfulleaderwhoisadeptatrelationshipbuildingwillalsohavethefollowingskills: pleaseprioritizethem.

Література: 1-6, 13

Тема 8. Team-working, Team-building, and Time Management Skills

Here are some examples of team-building activities that you could try with your own team:

1. Game of possibilities
2. Purpose mingles
3. Code of conduct
4. Campfire stories
5. Memory wall
6. Winner/loser
7. Human knot
8. Egg drop
9. Truth and lies
10. Blind drawing
11. Magazine story
12. Shark tank
13. Office trivia
14. Body of words
15. Buckets and balls
16. Build bridges, not walls
17. Team jigsaw
18. Sneak-a-peek
19. Tied together
20. Daredevil
21. Scavenger hunt
22. Shipwrecked
23. This is better than that
24. Minefield
25. The perfect square
26. Guess the object
27. Team emblem
28. Photo finish
29. Hole in many
30. Blind draw

Література: 1-6

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ «ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

Кафедра _____ соціології і публічного управління _____
(назва)

ПЛАНИ СЕМІНАРСЬКИХ ЗАНЯТЬ З НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Іноземна мова за професійним спрямуванням
(назва навчальної дисципліни)

рівень вищої освіти _____ другий (магістерський) _____
перший (бакалаврський) / другий (магістерський)

галузь знань _____ 05 Соціальні та поведінкові науки _____
(шифр і назва)

спеціальність _____ 054 Соціологія _____
(шифр і назва)

освітня програма **«СОЦІОЛОГІЧНЕ ЗАБЕЗПЕЧЕННЯ ЕКОНОМІЧНОЇ ДІЯЛЬНОСТІ»**
(назви освітніх програм спеціальностей)

вид дисципліни _____ загальнапідготовка (обов'язкова) _____
(загальна підготовка (обов'язкова/вибіркова) / професійна підготовка (обов'язкова/вибіркова))

форма навчання _____ денна _____
(денна/заочна)

Харків – 2024 рік

Перший модуль включає в себе питання, що стосуються формування у майбутніх спеціалістів фундаментальні знання з теорії організаційної та бізнес-комунікації та дати студентам уявлення про існуючі індивідуальні особливості і властивості людини, що впливають на індивідуальний стиль спілкування; розвиток навиків організації ефективних форм індивідуальних і групових комунікацій. Також значна увага приділяється сучасним тенденціям розвитку комунікативних соціальних практик в умовах поглиблення глобалізаційних трендів у модерному суспільстві та покращення мовленнєвих навичок у англомовному бізнес-середовищі.

Тема 1. Foundations of Organizational Communication
1. OrganizationalCommunication: EverythingYouNeedtoKnow
2. HowFieldofOrganizationalCommunicationBegan
3. OrganizationalCommunicationToday
4. StudyingOrganizationalCommunication
5. OrganizationalCommunicationStructure
6. OrganizationalCulture
7. ReviewofTenses: ActiveVoiceinEnglish
8. ABC ofBusinessCommunication

Task Activity: Mako is an international student enrolled in a post-degree program in Vancouver. She has been working at a grocery store for the past three months on Tuesdays, Thursdays and Fridays when she doesn't have class. Mako enjoys working at the grocery store and gets along well with her colleagues and supervisor. Customers often comment on her professionalism and friendliness and she has noticed that her communication skills have improved.

When she applied for the job and filled out her available hours, she made sure to state that she could only work a maximum of 20 hours per week as an international student. She mentioned it once more during the interview and was told it would not be a problem.

Since then her supervisor has asked her to work overtime in a few instances to accommodate a colleague who was running late. That was not a problem. However, recently her supervisor asked if she could pick up an extra shift for two weeks because one colleague was out sick. Mako is not comfortable

working so many hours over her maximum, but she is worried her supervisor might be upset and think she is not a team player.

What should Mako do? How should she communicate her decision to her supervisor?

.

Література: 1-6

Тема 2. BusinessCommunication

- Independent
- Matrix
- Entrepreneurial
- Pyramid
- CommunicationChannels
- ReviewofTenses: PassiveVoiceinEnglish
- TheStructureofTypicalBusinessLetter

Task Activity: What is your preferred leadership style?

Consider each of the situations, and choose which action you would normally take:

A. One of your employees has been working enthusiastically and performing her work effectively and achieving targets. You have let her work with little supervision. Recently you have assigned her new tasks which you felt she would be able to handle. Her performance has dropped and she is taking a lot of time off on sick leave. What would you do?

1. Tell her specifically what to do and monitor her work closely.
2. Tell her what to do and how to do it but try to find out what her problems are.
3. Keep supporting her and work through the problems with her.
4. Let her work through for herself the best way to cope with the new tasks.
B. You have just taken over as a section head. Productivity was moderately good before you were appointed, but it has dropped now, so you want to introduce some changes in work procedures and assignments. Your staff have been uncooperative, muttering about how things were better under their old boss.
What would you do?
- Implement the changes and closely monitor performance.
- Tell them why you want to make the changes, explain the benefits to them and listen to their concerns.

- Discuss the proposed changes with them and ask for their suggestions for improved productivity.

Leave the group to work out for itself what it needs to do to meet its targets.

Література:1-3, 5-7

Тема 3. BusinessCommunicationSkillsinGlobalPerspectives

1. HardSkillsVs. SoftSkills: ExamplesAndDefinitions
2. Whataresoftskills?
3. Whatareexamplesofsoftskills?
4. Whyaresoftskillsimportanttotrainfor?
5. Whatarehardskills?
6. Whatareexamplesofhardskills?
7. Whyarehardskillsimportanttotrainfor?
8. Blendinghardskillsandsoftskills
9. Revision: UseofModalsinEnglish
10. HowtowriteessayintheSubjectAreaofSociology
11. Hard skills are those talents and abilities that can be measured. They are usually specific to a particular job, and they can be learned through schooling or on the-job-training. Soft skills are less defined skills that often apply not only to one specific job but are universal.
12. When considering new hires, many companies look first to see if that employee has the practical knowledge to do the job. After all, you wouldn't hire a master gardener to fight fires in high-rise buildings, would you? However, while the hard skills are important, savvy companies know that excellent employees have another skillset that may be harder to cultivate: soft skills. What's the difference between the two? Turns out, hard skills vs soft skills aren't an either/or proposition. It's a both/and package worth cultivating in potential and long-term employees alike.

Література:1-3, 5-6, 9, 10

Тема 4. VerbalandNon-verbalCommunication

■ Verbalandnon-verbalcommunication

- Typesofverbalcommunication
- Whatisverbalandnon-verbalcommunication
- Similaritiesofverbalnon-verbalandwrittencommunication
- Differencesbetweenverbalandnon-verbalcommunication
- ReviewofNon-finiteformsoftheVerb: Participle
- IntroductiontoBusinessWritingSkills

Introductions capture audience attention and draw the listener into the topic of the presentation, but they also set the tone for the overall speech. Appropriate humor attracts interest, but using an inappropriate joke as an introduction distracts from serious business topics. Introductions for business speeches must attract audience interest and focus the listener on the overall tone for the speech. The audience must view the speaker as a qualified presenter representing products or a business firm, and the introduction must reflect this expertise.

Nonverbal Messages

Task Activity: Nonverbal messages help set the tone of a business presentation. Nonverbal communication includes gestures, body posture, facial expressions, time management and use of space, said Cynthia BurggrafTorppa, assistant professor of Human Communication and Family Science at Ohio State University. Large, uncontrolled gestures and presenting the speech from a chair, rather than standing, send casual nonverbal messages during formal business presentations. Rushing quickly through the speech also signals lack of confidence or a tone of impatience.

Nonverbal spatial use involves the area around the speaker and the space between the speaker and the audience. Speakers standing too far away from the audience or moving too close to individual audience members create an uncomfortable feeling during the speech. Using a podium or speaking stand creates a physical barrier between the audience and the speaker, resulting in a formal tone for the speech.

Література: 1-2

1. Module 1 Test

Змістовий модуль2. SkillsinAction

Другий модуль включає в себе питання, що стосуються розвитку м'яких навичок. Також модуль спрямовано **на формування таких компетентностей**: здатність здійснювати комунікаційну діяльність, уміння працювати у колективі та команді; вміння створювати та організовувати ефективні комунікації в процесі управління; здатність формувати лідерські якості та демонструвати їх у процесі управління людьми; здатність розробляти систему заходів щодо забезпечення позитивного іміджу людини, власного бренду або підприємства; кросс-культурні навички спілкування у іншомовному середовищі.

Тема 5. Negotiation Skills
- Whatmakes a goodnegotiation?
- Thenegotiatingprocessiscontinual, notanindividualevent
- Thinkpositive
- Prepare
- Thinkaboutthebest&worstoutcomebeforethenegotiationsbegin
- Bearticulate&buildvalue
- Give&Take
- Whatisthefirstruleofnegotiation?
- Howdoyounegotiateprofessionally?
- Howdoyoustart a negotiation?
- ReviewofNon-finiteformsoftheVerb: Gerund
- WritingforSocialMedia

Whatdoesitmeantobe a patientperson?

A patient person can face tedious or uncomfortable situations without losing control of their emotions or giving up in defeat. They understand that these situations will pass and can tolerate the time between waiting and achieving. It may take years to achieve your career goals, and a patient person realizes that being proactive and persistent will help them succeed.

Whatarethecareerbenefitsofbeingpatient?

Patience has endless benefits, from making you a better team player to being more successful in your own career. It's a valuable skill that pays dividends throughout your career. And the best news of all, the more you practice patience, the easier it becomes.

Here are some ways that becoming more patient overall will benefit your career:

- Achieving your goals: One of the most important benefits of patience in your career is that it allows you to achieve your goals. Facing and overcoming obstacles builds endurance and confidence. And the satisfaction

you receive from achieving each milestone goal helps you to stay motivated in your career.

- Learning valuable skills/lessons: Patience gives you the endurance necessary to learn difficult skills. Challenging work is rewarding when you have a method of approaching it. Patience can help you maintain the positive mindset necessary for improvement.
- Helping others reach their goals: Patience is a necessary trait for a mentor, teacher or leader. When you are patient with other people, you allow them room to learn and grow. This results in students, employees and coworkers that are patient with themselves. Theirimprovementsmakefor a healthyworkenvironment.
- Encouraging collaboration: Working with a team involves listening to others' ideas and suggestions and respecting their workflow. Patience will make working with others vastly more enjoyable and fluid. Problem-solving becomes a more efficient process when you work well together.

Task Activity: Asking yourself "why" five times may help you get to the root of your irritation. When you recognize that you are becoming frustrated with a situation, take a moment to recover alone. Keep a list of the things that trigger you so that you are more aware of them and can be proactive about the problem.

To use the 5 Whys technique, follow these steps:

1. Identify the problem: Determine the immediate problem you're facing. Sometimesitcanhelptowriteitdown.

- Example:"I am frustrated with my work."

1. Ask your first "why:" Ask yourself why you feel the way you do. Your answer should be based on what is actually happening. Thereshouldbeconcretethingsyoucanidentify.

- Example: "I am frustrated with my work because the end-user did not like the design."

1. Follow-up with four more "whys:" You may have many reasons why you are feeling angered or anxious. For each of those reasons, ask "why." At the end of a series of "whys," you should come to the root cause of your frustration. At that time you can implement a productive solution to the issue.

- Example:"The end-user did not like the designs and now I'm worried that I will lose the promotion I was expecting to receive."

Література:1-6, 11-12

Тема 6. Conflict – Resolution and Cross-Cultural Skills
- Whatarethe 5 mainstructuresofconflict?
- Howdoyoustructureconflictresolution?
- 7 StepstoConflictResolution (WithouttheDread)
- Set a DiscussionTime. ...
- Invite a ThirdParty. ...
- Figure Out the Main Issue. ...
- EstablishCommonGoals. ...
- Discuss how to Meet Goals. ...
- Agree on a Way Forward. ...
- DetermineResolutionRoles.
- Cross-CulturalCommunication
- High- vs. Low-ContextCulture
- NonverbalDifferences
- VerbalDifferences
- Cross-culturalSkillsinUse
- ReviewofNon-finiteformsoftheVerb: Infinitive

Task Activity: Forbrainstorming:
- ■ Your parent group wants the local high school to change its American history textbook. You feel that the textbook doesn't represent the history of African-Americans, Latinos, and Asian-Americans in the U.S. adequately. You come to the School Committee and say, "The only textbook that works for us is The People of the United States, and that's final!" You have presented a position rather than your interests. By drawing a bottom line, you're stuck in one position. If you don't convince the School Committee to choose this textbook, you'll lose.
- ■ A more effective way to approach the School Committee would be to state your interests. You might say, "We're concerned about the under-representation of racial minorities in the current U.S. history textbook, and would like to find an alternative." By communicating your interests, rather than one position, you are leaving some room to negotiate while still being firm and clear about your goals.
- ■ Often, the same interest can have many positions. For example, the School Committee might vote to supplement the history textbook with a packet of articles about minorities; add mandatory units on slavery, the Harlem

Renaissance, and Japanese internment camps, or offer a new course about minorities in America. These are different positions that address the same interest.

■ My opponent is more powerful.

■ If you have already decided on your best alternative, you have nothing to fear. You can walk away at any time, and go that route instead. Think about everything that you can do, and that your mediator can do. Although you may be less powerful, at least you will be negotiating with all the available information.

■ My opponent won't budge

1. In a situation like this, you may be tempted to do the same thing: "If you won't change your mind, neither will I!" However, you will fail if you insist on sticking to your position. Instead, treat your opponent's position as a real possibility. Ask lots of questions. Listen to their logic. Understand what their interests are, and what it is that they really want. Learn what their criticisms of your idea are. The more you know about where they're coming from, the better a resolution you can create.

Література: 1-9

Тема 7. LeadershipandPresentationSkills

1. How to choose and develop your leadership styleWhat do I value more—goals or relationships?
2. Do I believe in structure or freedom of choice?
3. Would I rather make a decision on my own, or collectively?
4. Do I focus on short or long-term goals?
5. Does motivation come from empowerment or direction?
6. What does a healthy team dynamic look like to me?
    7. As someone who is interested in the leadership path or looking for more structure in their leadership approach, it can be helpful to choose a leadership style that feels authentic to you. Some questions you may ask yourself when trying to determine which style is right for you include:
    8. These are just a few examples of questions to ask yourself while reading through leadership styles to help you decide which style you relate most with. To develop your leadership style, consider these strategies:
1. **Experiment.** Try out varied approaches in different circumstances and pay attention to the outcome. Be flexible in changing out your approach.

2. **Seek a mentor.** Speaking with a leader with more experience than yourself can offer great insight into how they developed their style and what worked for them.
3. **Ask for feedback.** Although sometimes hard to hear, constructive feedback helps you grow into a successful leader. Seek feedback from individuals you trust that will give you an honest answer.
4. **Be authentic.** If you are trying to perfect a leadership style that is in opposition to your personality or morals, it will come across as inauthentic. Try to choose a leadership style that's in alignment with your strengths and work to improve it.

While a certain leadership style may be impactful in a specific job—for example, autocratic leaders tend to do well in military settings—the best leadership is using a blend of these styles. Knowing what style to enforce in workplace situations comes with time, practice and emotional intelligence. Remember, most leaders borrow from a variety of styles to achieve various goals at different times in their careers.

While you may have excelled in a role using one type of leadership, another position may require a different set of habits to ensure your team is operating most effectively. By understanding each of these leadership types, and the outcomes they're designed to achieve, you can select the right leadership style for your current situation.

Review of Articles Use in English

Presentation Skills in Use

Література:1-6, 13

Тема 8.Team-working, Team-building,andTimeManagementSkills

2. Hereareseventeamworkskillsthatareessentialforyouracademicandprofessional success:
3. Communication. Communication is the foundation of effective teamwork. ...
4. Timemanagement. ...
5. Problem-solving. ...
6. Listening. ...
7. Criticalthinking. ...
8. Collaboration. ...
9. Leadership
10. There are three team – building skills for effective management:

11. CommunicationSkills

12. RelationshipBuilding

13. Feedback Exchange
14. Time-ManagementSkills
15. Module 2 Test
There are several ways you can integrate team-building questions into your team's normal routine:Write a different question on a whiteboard in the office each day.

Include a question in the weekly company newsletter.

Add a question to the company's social Slack channel.

Post a question on the conference room door before a meeting.

Start a friendly contest to create a trivia question about the company.

Exploresomedifferentoptions, andfindoutwhichformatappealsthemosttoyourteam.

Література: 1-6

Основна література:

Базова література

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2	BusinessWritingandCommunication (2010). 256 Pages https://www.pdfdrive.com/business-writing-and-communicationpdf-e33410233.html
3	Chang, E., K., (2019), TheBestEnglishGrammarBookEver. Pearson.
4	O'Hair, D. (2011). OrganizationalCommunication: ApproachesandProcesses 6th EditionCengageLearning; 6th edition (January 6, 2011) 336 pp.
5	Murphy R. (2019). EnglishGrammarinUse. - CambridgeUniversityPress, 2019.
6	OnlineEnglishGrammarBook https://www.englishpage.com/grammar/

Допоміжна література

7	Верба Г.В. (2007). Довідник з граматики англійської мови. – К.: Освіта, 2007. – 341 с.
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9	Тичина Н. В. (2016). Анотування та реферування англійського тексту : навч.-метод. посібник з англійської мови для студентів, магістрів та аспірантів усіх спец. = Annotating and abstracting the English text: textbook of English for students, masters and PhD students of all specialties / Н. В. Тичина, О. О. Мартинчук ;Нац. техн. ун-т "Харків. політехн. ін-т". – Харків: НТУ "ХПІ", – 204 с. – Англ., укр., рос. мовами.
10	Bailey, S. (2015). The Essentials of Academic Writing for International Students, Longman.
11	Clarke, T. (2022). WritingforSocialMedia: 7 TipsandTools Available at: https://blog.hootsuite.com/writing-for-social-media/
12	Day, Ch., (2021). 10 HelpfulSocialMediaWritingTipsForBusinesses. Available at: https://www.agorapulse.com/blog/social-media-writing-tips/
13	Davis, M.(1997).Scientificpapersandpresentations. – SanDiego: AcademicPress

ІНФОРМАЦІЙНІ РЕСУРСИ В ІНТЕРНЕТІ

- **Topic #1**
- **https://blog.smarp.com/11-reasons-why-business-communication-is-crucial-for-companys-success**
- **https://www.businessinsider.com/communication-business-skill-2018-5**
- **https://www.youtube.com/watch?v=WESGDi_ajUU**
- **https://www.youtube.com/watch?v=Tuw8hxrFBH8**
- **https://www.vskills.in/practice/business-communication-mock-test**
- **https://www.eguardian.co.in/business-communication-multiple-choice-questions-and-answers-pdf/**
- **https://www.objectivequiz.com/objective-questions/business-management/business-communication**

Topic #2

- https://www.testgorilla.com/test-library/situational-judgment-tests/communication-

test/?utm_term=communication%20skills%20test&utm_campaign=Campaign+%7C+Situational+Judgement+%7C+World+-+10+%7C+Test+Page&utm_source=adwords&utm_medium=ppc&hsa_acc=4932434860&hsa_cam=10829556628&hsa_grp=115519565164&hsa_ad=481288874364&hsa_src=g&hsa_tgt=aud-922641844703:kwd-295612405159&hsa_kw=communication%20skills%20test&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gclid=CjwKCAjwyvaJBhBpEiwA8d38vCN-526i4FAAmYM_DDIGJ53lMb2LtVOAB1-aWVvWV9mZxFK1SA8fkhoCuhUQAvD_BwE

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- **https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills**
- **https://www.ted.com/talks/don_tapscott_four_principles_for_the_open_world**

Topic #3

- **https://www.cnbc.com/2019/01/04/the-30-most-in-demand-skills-in-2019-according-to-linkedin-.html**
- https://www.testgorilla.com/test-library/situational-judgment-tests/communication-test/?utm_term=communication%20skills%20test&utm_campaign=Campaign+%7C+Situational+Judgement+%7C+World+-+10+%7C+Test+Page&utm_source=adwords&utm_medium=ppc&hsa_acc=4932434860&hsa_cam=10829556628&hsa_grp=115519565164&hsa_ad=481288874364&hsa_src=g&hsa_tgt=aud-1363908482336:kwd-295612405159&hsa_kw=communication%20skills%20test&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gclid=Cj0KCQjw18WKBhCUARIsAFiW7Jw3wy4xepD-JjMqtnSRGZR2MNhWYiuj23NvihrJnEFsqXo8W5E7poMaAoWTEALw_wcB
- **https://www.soegjobs.com/top-10-skills-employers-look-for/**
- **https://www.linkedin.com/pulse/top-soft-skills-2021-jenifer-lambert/?trk=public_profile_article_view**
- **https://www.hult.edu/blog/skills-needed-in-international-business/**

Topic #4

- **https://www.indeed.com/career-advice/career-development/nonverbal-communication-skills**

- https://courses.lumenlearning.com/wm-businesscommunicationmgrs/chapter/verbal-and-nonverbal-communication/
- https://slidetodoc.com/chapter-4-language-verbal-non-verbal-communication-language/
- **https://www.youtube.com/watch?v=Nhg1_6NdDfo**
- **https://www.forbes.com/sites/jacquelynsmith/2013/03/11/10-nonverbal-cues-that-convey-confidence-at-work/?sh=72d751365e13**
- **https://edu.gcfglobal.org/en/business-communication/the-power-of-body-language/1/**
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-
-
-

Topic #5

https://www.indeed.com/career-advice/career-development/negotiation-skills

https://online.hbs.edu/blog/post/negotiation-skills

https://crestcom.com/blog/2017/03/09/3-negotiation-skills-that-will-make-you-love-negotiating/

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- **Topic #6**
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https://offers.hubspot.com/skill-development-templates?hubs_post-cta=anchor&hsCtaTracking=f60bf423-ac11-42d7-9904-e898d211a2ad%7C78579a71-590d-4086-929d-3f24356a4169

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- ■ https://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/?sh=753179d95b90
- ■ https://www.thebalancecareers.com/top-leadership-skills-2063782
- ■ https://www.youtube.com/watch?v=vlpKyLklDDY
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- ■ **Topic #8**
- ■ https://theinvestorsbook.com/team-building.html
- ■ https://www.makingbusinessmatter.co.uk/team-building-skills-ultimate-guide/
- ■ https://www.huddle.com/blog/team-building-activities/
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- ■ https://www.proprofs.com/quiz-school/playquiz/?title=teambuilding-quiz_1
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- ■ https://www.youtube.com/watch?v=qtpY9zwuzFM

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

**НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ
«ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»**

Кафедра _____ соціології і публічного управління _____
(назва кафедри, яка забезпечує викладання дисципліни)

ІНДІВІДУАЛЬНІ ЗАВДАННЯ З НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Іноземна мова за професійним спрямуванням

(назва навчальної дисципліни)

рівень вищої освіти_____ другий (магістерський) _____
перший (бакалаврський) / другий (магістерський)

галузь знань _____ 05 Соціальні та поведінкові науки _____
(шифр і назва)

спеціальність _____ 054 Соціологія _____
(шифр і назва)

освітня програма _____ Соціологічне забезпечення економічної діяльності
(назви освітніх програм спеціальностей)

вид дисципліни _____ загальна підготовка; обов'язкова _____
(загальна підготовка / професійна підготовка; обов'язкова/вибіркова)

форма навчання _____ денна _____
(денна / заочна/дистанційна)

Харків – 2024 рік

Індивідуальне завдання – вид самостійної роботи поза аудиторними годинами, коли студент, використовуючи лекційний матеріал та додаткові джерела знань, розробляє особисту тему.

Підготовка презентації – вид самостійної роботи, що виконується студентом поза аудиторними годинами. Студент вільно обирає тематику з числа тем, які пропонуються планами семінарських занять, або узгоджує з викладачем ініціативну тематику. Наступним кроком студент здійснює бібліографічний пошук, використовуючи бібліотечні фонди або Інтернет-ресурси. Також складає план презентації або ставить питання, на які треба отримати аргументовану відповідь. Опанувавши джерела за темою, студент розкриває зміст питань та представляє виконану роботу на семінарі. Обсяг презентації – 16-25 слайдів, текст доповіді – 4-6 стандартних сторінок, набраних на комп'ютері. Основний зміст презентації доповідається у вільній формі на семінарському занятті, і студент отримує оцінку від викладача.

ІНДИВІДУАЛЬНІ ТА ГРУПОВІ ЗАВДАННЯ

Протягом семестру здійснюється підготовка та захист презентації за темами командних та індивідуальних проектів, відповідно до тем курсу.

№ з/п	Назва індивідуального завдання та (або) його розділів	Терміни виконання (на якому тижні)
1	Підготувати командний або індивідуальний проекти за Модулем №1 за наступними темами (два за власним вибором): • Organizational Communication in Use • Business Communication in Use • HowGlobalizationimpactsOrganizationalCommunication • Howtobuildrelationshipswithyourstaff • Howtoimproveyournonverbalcommunicationskills • Whatarethecareerbenefitsofbeingpatient? Підготувати командний або індивідуальний проекти за Модулем №2 за наступними темами (у двох за власним вибором):	1-8

2	• 30 tipstoimproveyourpresentationskills • 30 tipstoimproveyourmeetingsskills • 30 tipstoimproveyourcross-culturalskills • 30 tipstoimproveyourteam-workingskills • 30 tipstoimproveyourinterviewingskills • 30 tipstoimproveyourtime-managementskills • SoftandHardSkillsintheProfessionofSociologist	9-12

ТЕМИ ЕССЕ

1. Difference between General Communication and Business Communication
2. Business Communication Cognizant of Technological Differences in a Global Environment
3. Two Business Communication Activities: Internal Versus External
4. ConciseNecessityofBusinessCommunication
5. Business Communication Cognizant of Competitive Differences in a Global Environment
6. How Business Communication Obtains Actions from Recipients
7. StakeholderManagementandBusinessCommunication
8. Business Communication Cognizant of Ethical Differences in a Global Environment
9. Types of Business Documents Requiring Business Communication
10. BusinessCommunicationandExternalImage
11. Business Communication Cognizant of Geographic Differences in a Global Environment
12. Business Communication and Completion of Company Objectives
13. Surviving Continual Change Processes with Business Communication
14. Business Communication Cognizant of Cultural Differences in a Global Environment
15. The Four Basic Elements to Communication
16. Different Channels and Mediums for Business Communication
17. Clarity of Purpose for Business Communication
18. ResponseElementsinBusinessCommunication
19. Active Listening and Controlled Emotions for Business Communication
20. Feedback Within the Business Communication Process

ТЕМИ ІНДІВІДУАЛЬНИХ ПРЕЗЕНТАЦІЙ

1. Public Speaking Experience and Recommendations for Improvement

a. Public speaking refers to the act of speaking to a group of people. This paper describes a public speaking experience and explores various recommendations for improvement.

2. TechnicalCommunication: SocialNetworking
   a. Social networking can be defined as a virtual environment in which individuals form groups for a common goal of socializing.

3. Communications: Texting Your Friends and Talking to Them
   a. Texting is universal and suitable compared to calling as it goes without saying that one cannot call the person at any time.

4. Effectiveand Professional ElectronicCommunications
   a. Over the past decade the internet has revolutionized the way in which communication occurs in the work place. One of the revolutionary communication means is the use of emails.

5. Communications: Online Dating and Its Perspectives
   a. Online dating is a successful and convenient way of human interactions where it is possible to develop successful romantic relationships. It is a good place to mingle and meet new people.

6. Non-Verbal Communication and Customer Satisfaction
   a. Elements of Non-verbal communication include kinesics, paralanguage, physical appearance and proxemics. All these rudiments contribute to the way in which buyers evaluate a business.

7. Lack of Communication in the Change Processes
   a. The report "Lack of communication in the change processes" describes problems that arise if the changes in the organization are not communicated to the employees.

8. Communications: FacebookSocialMediaPlatform
   a. Facebook refers to a social network that allows people to share information online. This paper focuses on discussing Facebook as an important tool for advertising and its effectiveness.

9. School Communication and Involvement of Parents in the School Activities
   a. Different families have different work schedules, and accordingly different preferred communication methods, accommodating which might be a challenge.

10. NursingCommunicationProcess
    a. The five elements of the communication process include the sender, message, receiver, channels, and feedback.

11. IntroductiontoCommunication: Advertising
    a. The main purpose that all advertisers pursue is to affect consumer's preferences. This can be done at least in three genuinely different ways.

12. SystemofMedicalOrderCommunication
    a. An examination of the proposed system of medical order communication as well as the presentations on input technologies revealed a viable attempt at replacing an archaic system.

13. Communications: TechnologyandPersonalContact

a. Modern technologies make communication easier, but they do it at the expense of face-to-face contact, which creates different negative impacts on the contemporary society.
36. Face-To-Face Communication Vs Online Communication Essay
a. Online communication becomes more popular with the youth because there is no necessity to go out in order to learn the friends' latest news.
37. XXI Century Technology and Its Toll on Communication Skills
a. The key problem with the new media is that it does not allow for recognizing the elements of nonverbal communication – at least, not as fast and efficiently as live communication does.
38. InterculturalCommunicationin TV Shows
a. The paper discusses filmmaking that used various television series and movies to examine the question of intercultural communication.
39. Behavior: Face-to-face and Online Communication Differences
a. This research will focus on the way people interact with and affect each other as opposed to the way people interact with their devices (social media).
40. Digital Divide – Information and Communication Technologies
a. This paper will set out to define the digital divide and discuss the merits and demerits of improving it. The most significant technological advances were made in the field of ICT.

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МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ
«ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

Питання, задачі та завдання для поточного та підсумкового контролю

з дисципліни«Іноземна мова за професійним спрямуванням»

Харків – 2024 рік

МЕТОДИ КОНТРОЛЮ

1. Підсумковий (семестровий) контроль проводиться у формі заліку або шляхом накопичення балів за поточним контролем по змістовним модулям.

      Залік –усна відповідь на питання, що містяться в білеті або відповідь на підсумковий тест. Питання доводяться до студентів заздалегідь. Питання та тести готує лектор. Він має оцінити якість відповіді студента за прийнятою шкалою академічних оцінок.

Контрольні питання з курсу до заліку

1. Does the communicator have a responsibility to the audience? Does the audience have a responsibility to the speaker? Why or why not?
   How to motivate the workforce in large companies?

   What Is Time Management?

   What about the balance between personal and professional priorities in your future profession?

   What is the top soft skills for 2021 and 2022?

   Why soft skills matter to yourprofession of sociologist?

   What business skills do you know?

3. What is the top of business skills 2021?
4. What are main differences between Soft Skills and Hard Skills?
5. How Globalization impacts the business skill rating?
6. What does Emotional Intellect mean?
7. What is more important for your career in the profession of sociologist: Soft Skills or Hard Skills?
8. Provide the Definition of Negotiation Skills;
9. Indicate the Stages of Negotiation Process, describe everyone;
10. What skills are needed to be a good negotiator?
11. Top 12 Negotiation Skills You Must Learn to Succeed: Describe in Detail;
12. Point out Things to avoid in Presentation;
13. Provide the Characteristics of a good negotiator:
14. Please, provide the Definition for Negotiation Skills;
15. Numerate the Stages of Negotiation Process;
16. What skills are needed to be a good negotiator?
17. Top 10 Negotiation Skills You Must Learn to Succeed;
18. Please, indicate things that should be avoided in Negotiation;
19. WHAT IS CONFLICT RESOLUTION?
20. Why should you resolve conflict?
21. When should you resolve conflict?
22. How should you resolve conflict?

23. What are Conflict Resolution Skills?
24. Conflict Management Skills: Definition and Examples
25. How to improve conflict management skills
26. What is Team-Building?
27. What team-building skills do you know and why they are important?
28. Describe the Importance of team building on the concrete personal exams;
29. How to facilitate team building activity?
30. Provide examples of team-building techniques;
31. Numerate ideas for team-building activities.
32. What qualities must the Leader possess?
33. Please, provide examples of leaders for you and motivate your answer
34. What are leadership skills? What makes a good leader? What are main characteristics of communication?
35. What types of verbal and non-verbal communication do you know?
36. What forms of communication do you know?
37. What are basic functions of communication?
38. What main communicative models can you describe?
39. What main business skills do you know?
40. High-context and Low-context Communication. What does it mean?
41. When and how is the interview to be arranged?
42. How much notice should be allowed?
43. How much time should be allowed?
44. Who should conduct the interview?
45. What questions need to be asked?
46. How will the answers be recorded for future reference?
47. How will interviewees be compared with each other after the interview? (If it is an interview requiring assessment.)
48. What information will be given to the interviewee?
49. What are differences between *High-context communication* and *Low-context communication?*
50. Indicate Cross Cultural Communication Basic Tips

2.Поточний контроль проводиться за результатами роботи студентів на практичних заняттях, методом оцінювання контрольних робіт, оцінювання тестів, самостійних робот, індивідуальних завдань, групових та індивідуальних проектів, презентацій.

Контроль на практичних заняттях – оцінювання виступів студентів, відповідей на питання поставлені викладачем, оцінці виконання тестових завдань, оцінок під час самостійних робот, оцінювання внеску окремих студентів у групову роботу при підготовки проекту.

Контрольна робота – вид поточного контролю знань студентів, який має на меті виявити рівень знань студентів, що отримані за пройденим

матеріалом. Дата проведення контрольної роботи доводиться до студентів і призначається по завершенню вивчення змістовного модулю. Питання та тестові завдання готує викладач, що веде практичні заняття, вони узгоджуються з лекційними питаннями і тематикою семінарських занять. Контрольна робота виконується у письмовій формі в присутності викладача, оцінюється за прийнятою шкалою і оцінка може використовувати викладачем для підрахунку кумулятивного балу за підсумками вивчення дисципліни.

Індивідуальні завдання – оцінюються викладачем або за результатами доповіді на практичному занятті або окремо за наданим текстом. Виконання проекту передбачає командну(2-3 студента) або індивідуальну дослідницьку роботу за вибраною темою, підготовку письмового звіту та проведення презентації за допомогою мультимедійного обладнання в присутності викладачів кафедри. Командний проект – це пізнавально-аналітична робота.

Ціль проекту полягає в перевірці успішності засвоєння студентами категоріального апарату комунікативистики та уміння використовувати соціологічну уяву для аналізу явищ і процесів, що відбуваються у суспільстві.

Комплекс поточних контрольних робіт для курсу

ВАРІАНТ 1

Part I Language Functions

Match these phrases (1-5) to when you would say them (a-g).

1.	Many happy returns of the day.	a.	When someone is going away.
2.	Sorry?	b.	When you've made a mistake.
3.	No thanks, I'm just looking.	c.	When meeting someone for the first time.
4.	Have a good trip.	d.	When someone says thank you to you.
5.	How do you do?	e.	On someone's birthday.

f. When shop assistant offers to serve you.

g. When you didn't hear what someone said.

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. Actual role performance usually varies from role ……… .

a. expectation   b experience

7. ……… statuses are assigned to people without any effort on their part.

a. achieved   b. ascribed

8. Mass media and technology have become important ……… of socialization.

a. members   b. agents

9. Social interaction is the process through which individuals act in relation to one another and in response to each other's ……….

a. behavior   b. norms

10. ……… refer to people who are roughly the same age and/or who share other social characteristics (e.g., students in a college class).

a. prior groups   b. peer groups

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11. I'm going to a wedding on Saturday. A friend of … is getting married.

    a) my   b) myself   c) mine

12. They had a great time. They really enjoyed … .

    a) themselves   b) their own   c) oneself

13. "Which newspaper shall I buy? " … ". Whatever they have in the shop."

a) Every one b) No one c) Any one

14. Most of the town is modern. There are … old buildings.

a) little b) few c) lots of

15. Have you spent … the money?

a) every b) all c) whole

16. Please don't worry about my problems. You've got ….

a) your own b) yourselves c) by yourself

17. The bus was completely empty. There was … on it.

a) anybody b) somebody c) nobody

18. Sarah and I play tennis together regularly but … of us can play very well.

a) none b) neither c) no one

19. The building is now a supermarket. … used to be a cinema.

a) This b) There c) It

20. Come and sit with us. …is plenty of room.

a) There b) It c) This

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

Students with jobs lose out in exams

Survey shows 50% feel forced to take term work. The most cash-strapped university students are jeopardizing their chances of exam success by combining their studies with long hours in low paid jobs, according to research.

Half of those surveyed said they combined paid work with their studies during term-time, and half focused solely on their academic work. Students who worked admitted they spent less time on academic work because of the demands of regular term-time jobs — typically in bars, pubs, cafes and shops — and often skipped lectures and handed work in late. For those working 15 hours a week the odds of obtaining a first class degree were cut by more than a third.

The results of the three-year study confirm the phenomenon of students who are forced into regular employment to pay for basics such as food and rent. It also shows that students from the poorest homes and ethnic minority backgrounds most likely to be working long hours to help pay bills.

The study, by researchers at London South Bank University and the Open University, is the first to confirm that students forced to work as a result of financial hardship suffer in terms of academic performance.

Students tended to work in low-paid jobs, and reported that their studies suffered as a direct result of their work. Many admitted missing lectures, producing poor quality assignments, and having difficulty accessing libraries and computer facilities.

More than 80% said they spent less time studying because of their term-time jobs, and nearly three-quarters spent less time preparing coursework. Many students believed that term-time working damaged academic performance — worries that were well-founded. The more students worked during term-time, the lower their average end-of-year marks or final degree results.

jeopardize – to put in danger; to risk

cash-strapped - short of money; impoverished

21. Combining studies with long hours in low-paid jobs increase students' chances of exam success.

22. Working students often miss lectures and don't perform their tasks in time.

23. The students want to take term work in order to fund their social life (visiting bars, pubs, cafes and shops).

24. Students tending to work in low-paid jobs produce poor academic results.

25. Most students spend less time studying and preparing coursework because the curriculum contains fewer subjects.

BAPIAHT 2

PartILanguageFunctions

Match these phrases (1-5) to when you would say them (a-g).

1. I'm terribly sorry.
2. Happy New Year!
3. I'd love some but I'm on a diet.
4. Don't mention it.
5. Congratulations.

a. When someone says thank you to you.
b. When you didn't hear what someone said.
c. On someone's early arrival.
d. When someone offers you some cake.
e. When you've made a mistake.
f. On 1st of January.
g. When someone has had a baby.

Part II Vocabulary

Fill in the gaps (6-10) with proper words (a or b).

6. A social role is a set of ……… for people who occupy a given social position or status.

a. experiences   b. expectations

7. An ……… status comes to us largerly through our own efforts.

a. ascribed   b. achieved

8. ……… of socialization are the people and groups that influence our self-concept, emotions, attitudes, and behavior.

a. agents   b. participants

9. He's having good taste, manners, upbringing, and education. He is a ……….. man.

a. cultured   b. intelligent

10. Large gangs of violent teenagers are making life hell for Weymouth families through anti-……… and vandalism.

a. social expectations   b. social behaviour

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

21.   I'm going to a wedding on Saturday. A friend of … is getting married.

    a) my   b) myself   c) mine

22.   They had a great time. They really enjoyed … .

    a) themselves   b) their own   c) oneself

23.   "Which newspaper shall I buy? " … ". Whatever they have in the shop."

    a) Every one   b) No one   c) Any one

24.   Most of the town is modern. There are … old buildings.

    a) little   b) few   c) lots of

25.   Have you spent … the money?

    a) every   b) all   c) whole

26.   Please don't worry about my problems. You've got ….

    a) your own   b) yourselves   c) by yourself

27.   The bus was completely empty. There was … on it.

    a) anybody   b) somebody   c) nobody

28.   Sarah and I play tennis together regularly but … of us can play very well.

    a) none   b) neither   c) no one

29.   The building is now a supermarket. … used to be a cinema.

    a) This   b) There   c) It

30.   Come and sit with us. …is plenty of room.

    a) There   b) It   c) This

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

The au pair in Britain

One of the ways open to a girl student of the English language to improve her linguistic knowledge is to come to Britain for a year as an au pair girl. It certainly seems to be a very popular method, for every year sees more and more girls entering English homes as au pair girls.

Forty years ago it was generally understood in Britain that the term "au pair" was only used to describe a girl who came here to perfect her linguistic or professional knowledge; lived as a member of an English family; and the family provided her with "pocket money". She was not paid a salary.

As a member of the family she helped with the housework and, if there were any, helped look after the children; but she was not asked to do more than would normally be expected of a teenage daughter of an average middle-class —— particularly professional-class — English family.

In the 1960s it was reckoned there were 9,000 au pair girls in Britain; today an estimated number is 30,000 in London alone.They are treated as cheap labour, many of them placed by agencies with no interest in their future welfare.

An article entitled "Law sought to protect au pair girls' interests" was published in one of the British newspapers recently. The author wrote: "Au pair girls in Britain need a legally binding agreement to protect them against exploitation. Little notice is taken of Home Office recommendations: not more than five hours a day domestic work, at least one free day a week, sufficient pocket money, time to study and meet people. The girls cannot go on strike; that sort of action goes against the spirit of the system, which is intended to be one of fellowship, hospitality and a good relationship between the girl and the family."

He emphasized the lack of real protection from families who overworked the girls or agencies that place them, collect a fee and forget about them.

21. The word 'au-pair' means a young foreigner, usually a girl, who undertakes housework in exchange for board and lodging, especially in order to learn the language.

22. The au pair is a usual well-paid job.

23. Au pair girls don't get a salary; they're given a small weekly sum of money for day-to-day spending, incidental expenses, etc.

24. If au pair girls feel that they're exploited too much, they go on strike.

25. Au pair girls in Britain need legal protection as they work too much, with few free days, and little time to study.

ВАРИАНТ 3

PartILanguageFunctions

Match the phrases (1-5) with a suitable reply (a-g).

1. Another drink?   a. Sorry, I don't smoke.

2. How many sugars?   b. Just a few words.

3. Thank you very much indeed.   c. Not too bad, thanks.

4. Hello, Steve! How are things? d. Yes, I like it.

5. You haven't got a light, have   e. Just one, please.
   you?

    f. You're welcome.

    g. No, thanks, I'm driving.

Part II Vocabulary

Choose the correct word to complete the sentences (6-10).

6. Ralph Linton described a role as the dynamic ……… of a status.

a. character   b. expression

7. A ……… status is a status that dominates others and thereby determines a person's general position within society.

a. master   b. minor

8. The car is going along a broad………….

a. prospect   b. avenue

9. The university's Social Robots Project investigates human-robot ……… and long-term "relationships" between human and machine.

a. social interaction   b. social norms

10. That was the day when Alan Jones opened his butcher's ……. with the aim of providing high-quality local meat to the local market.

a. magazine   b shop

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11. Michael had an argument with a colleague of ….

    a) his   b) him   c) himself

12. You can bring your wife with … to the party.

    a) yours   b) yourself   c) you

13. Sarah travels a lot. She has been to … European countries.

    a) lots   b) much   c) most

14. "Which day shall I come?" " … day you like."

    a) Some   b) Any   c) Every

15. The bus service is very good. There's a bus … ten minutes.

    a) every   b) each   c) all

16. The situation is uncertain. … could happen.

    a) Nothing   b) Anything   c) Everything

17. How far is … from Milan to Rome?

    a) this   b) there   c) it

18.   … came to visit me while I was in hospital.

    a) Neither   b) None   c) No one

19.   I tried two bookshops for the book I wanted but … of them had it.

    a) none   b) neither   c) no

20.   We must be quick. … is little time left.

    a) It   b) There   c) That

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

Learning to combine the world of work and study

Most university students have traditionally taken jobs in their holidays, particularly summer. The NUS survey found that students give two main reasons for working during term-time: to pay their basic living and study costs (68 per cent) and to fund their social life (65 per cent). It is clear that most work out of sheer necessity.

But there is one silver lining to this particular cloud. Working during your course not only provides you with much needed cash but can equip you with some additional skills not normally to be had from holiday work. Combining earning with learning may be onerous, but these extra skills do make you even more attractive to recruiters when you graduate and start a career.

Finding part-time jobs which are relevant to either your degree or future career can be difficult. Although the Government, the Association of Graduate Recruiters and others want every undergraduate to have "quality work experience" as part of their learning, at present only about half of all students find such work.

Casual work in university towns, particularly with the flexible hours needed to accommodate your studies, is soon snapped up. Working on the campus is particularly popular, and students unions and many universities do make efforts to employ as many students as possible. But obviously they can satisfy only a minority of students.

Does working during term-time harm your studies? It depends. In the NUS survey, 48 per cent said they would have got higher grades if they were not employed. But only 15 per cent of the same sample said employment had affected

their studies badly. The majority (58 per cent) said it had affected their study "slightly". Much seems to depend on the number of hours worked.

NUS – abbreviation for National Union of Students

silver lining - a comforting or hopeful aspect of an otherwise desperate or unhappy situation (esp. in the phrase every cloud has a silver lining)

onerous – difficult, heavy, troublesome; laborious or oppressive

snap up – to take or buy quickly and eagerly

21. Most University students usually work during term time only because they're interested very much in getting special career skills.

22. Students working during their course have better career opportunities.

23. Students' part-time job should be connected with their future career.

24. It's easy to find a part-time job in university towns or on the campus.

25. Students would study better if they didn't have to work during term-time.

ВАРІАНТ 4

PartILanguageFunctions

Match each phrase (1-5) with a suitable response (a-g).

1. Can I help you?

2. Good morning. I'm John Rodgers from Flikpak.

3. Mr Marques will be down in a minute. Please take a seat.

4. You must be rather tired, so let's start with a coffee.

5. You must be Mr Green.

a. Thank you.

b. I'm afraid not. He's away on business.

c. Yes, that's right.

d. Sorry, could you five me your name again, please?

e. Yes, I'd like some chicken soup, please.

f. Yes, of course.

g. That's a good idea.

Part II Vocabulary

6. ……… groups, such as friendship cliques, youth gangs, and special-interest clubs, are the groups where young people often enjoy a similar social status.

a. prime   b. peer

7. ……… socialization refers to the process of socialization in which a person rehearses for future positions, occupations and social relationships.

a. anticipatory   b. antisymmetric

8. The term role ……… identifies a number of roles attached to a single status.

a. kit   b. set

9. It's a great career with good promotion ………. .

a. prospective   b. prospect

10. The ……… indicate the established and approved ways of doing things, of dress, of speech and of appearance.

a. social expectations   b. social norms

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.   It was a good idea of … to go sightseeing this afternoon.

    a) yours   b) you   c) yourself

12.   Did you go on holiday on …?

    a) your own   b) yourself   c) yours

13.   She's very popular. … likes her.

    a) Everyone   b) Each   c) Every one

14.   "What do you want to eat?" " … Whatever you have."

    a) Everything   b) Nothing   c) Anything.

15.   Can you lend me a … dollars?

    a) lot   b) little   c) few

16.   She has lived her … life in Scotland.

    a) whole   b) all   c) most

17.   I took two books with me on holiday but I didn't read … of them.

    a) none   b) either   c) all

18.   I wanted to visit the museum, but … wasn't enough time.

    a) it   b) there   c) then

19.   "Where are you going?" "… . I'm staying here."

    a) Somewhere   b) Nowhere   c) Anywhere

20.   … was a long voyage. We were at see for four weeks.

a) It   b) There   c) These

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

Hearts of our people

"They are loving people. Their speech is the sweetest and gentlest in the world". Christopher Columbus wrote these words about the first Native Americans that he met in the New World. In the late 15th century, there were about one million Native Americans in North and Central America living in 650 tribes*. They were diverse, with different cultures and as many as 2,200 languages.

Some groups lived in cities and villages; others were nomads*. Some were farmers; others hunted animals and gathered food. Some lived in bands of between 20 and 300 people; some lived in tribes, a group of bands; some lived in nations, a group of tribes. Some tribes had democratic social structures; others had rigid class systems.

But the basic difference between the Native Americans and the European settlers was their philosophies toward the land, and it was the main cause of conflict. The Native Americans lived in harmony with nature and believed that the land could not be the private property of individuals. Instead, they were allowed to use the land. On the other hand, the European settlers believed strongly in private and individual ownership of land and came to the New World seeking land. This conflict and the efforts to resolve it shaped the history between these two groups of peoples during a 400-year period.

These conflicts formed the Native American story— the dispossession of cultures, the movement of tribes, the cession* of millions of acres of land, and the assimilation into the "American culture." Between 1607 and 1890 the United States signed 370 peace treaties with Native American tribes and established more than 300 reservations in the various states and numerous Indian communities.

nomad - a member of a people or tribe who move from place to place to find pasture and food

tribe – a group of people of the same race, beliefs, language, etc.

cession - the act of transferring of rights, property, land or territory

21. Christopher Columbus had no special sympathy for the native Americans.

22. The Native Americans groups were very much alike and they spoke the same language.

23. Tribes consist of bands and nations.

24. Land caused the majority of conflicts between the Native Americans and the European settlers.

25. The European settlers wanted the land to be the private property of individuals.

BAPIAHT 5

PartILanguageFunctions

Match each phrase (1-5) with a suitable response (a-g).

1. And to drink?

   a. Yes, help yourself.

2. I have an appointment with Mr Newman of your information division.

   b. About ten o'clock. I took an early flight from London this morning.

3. When did you arrive?

   c. Pleased to meet you, Mr Segura.

4. May I have the menu?

   d. It's ten o'clock already. It took me an hour to get here.

5. How do you do? Welcome to Barcelona.

   e. Certainly. Here you are.

   f. Just a moment. I'll tell him you are here.

   g. I'll have orange juice, please.

Part II Vocabulary

Choose the correct word to complete the sentences (6-10).

6. …………..socialization refers to the processes of socialization in which a person "rehearses" for future positions, occupations, and social relationships.

a. anticipatory   b. antipathetic

7. The ……….. listened to the speaker carefully.

a. audience   b. auditorium

8. The human ……… is patterned according to cultural norms.

a. status   b. behaviour

9. Why do people feel so guilty and 'wrong' just for being different and not meeting ………?

a. social life   b. social expectations

10. When ……….. robots are sent into hazardous situations, fewer human lives are put at risk.

a. intelligent   b. intellectual

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.   It was a good idea of … to discuss the matter collectively.

     a) them   b) themselves   c) theirs

12.   The hotel was expensive. I paid $40 and so did John. We … paid $40.

     a) all   b) every   c) each

13.   I'm not very busy today. I haven't got … to do.

     a) any   b) little   c) much

14.   Do … of you want to come to a party tonight?

     a) some   b) any   c) no

15.   If people work too hard, they can make … ill.

     a) themselves   b) them   c) oneself

16.   We've eaten … of the food we bought. There's very little left.

a) all	b) most	c) half

17. …was Keith's birthday yesterday. We had a party.

a) It	b) There	c) This

18. There are a few shops at the end of the street but … of them sell newspapers.

a) neither	b) no one	c) none

19. I was invited to two parties last week but I didn't go to … of them.

a) any	b) either	c) all

10. We are free next Friday afternoon. … won't be any meeting.

a) There	b) It	c) Then

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

Britons beaten to City jobs by students with other languages

Continental competitors with better language skills are beating British graduates to jobs in the City of London and jobs in commerce. Businesses are no longer prepared to accept a monolingual workforce, and the inability of otherwise well-educated Britons to speak a language other than English is becoming a handicap.

A spokesman for the London Chamber of Commerce said: "Unfortunately the British are well down the league table of linguistic ability. Companies realize that there is business to be won out there and they need the staff who can speak foreign languages." An EU research project discovered that 14% of British firms lost trade through linguistic and cultural barriers.

Eurostar, which runs trains between London, Paris, and Brussels, needs staff who can speak English, French, and Dutch. French and Belgian graduates cope much better in theses languages than their British counterparts. A spokesman said: "this is because they seem to be better at speaking second languages to a higher level, with, where necessary, appropriate technical knowledge."

The food and drink group *Diageo* has decided that 'knowledge of more than one language' demonstrated that a candidate had the ability to 'think across cultural boundaries', which is important in the business world.

21. Compared with their continental equivalents British graduates are poorly educated.

22. City businesses have realized that they are less competitive than before.

23. The London Chamber of Commerce suggests that the British are successful with *Eurostar* because they are the worst at learning languages.

24. French and Belgian graduates are successful with *Eurostar* because they combine languages with something extra.

25. *Diageo* suggests that languages and cultural awareness go together.

BAPIAHT 6

PartILanguageFunctions

Choose the correct reply to each of the expressions.

1**.** Nice to meet you.

a) Hello.   b) Fine, thanks.

2. How was the flight?

a) That would be nice.   b) Very good, thanks.

3. I'll take you to your hotel and then we can have dinner there.

a) Fine, thanks.   b) Thank you. That would be nice.

4, How are you?

a) Very well, thanks.   b) Nice to meet you.

5. It was nice meeting you.

a) Pleased to meet you.   b) Nice meeting you too.

Part II Vocabulary

Choose the right word to complete each sentence.

6. When ……….. robots are sent into hazardous situations, fewer human lives are put at risk.

a. intellectual   b. intelligent

7. The job seeker and the job interviewer ……… is governed by a widely shared set of social expectations about what is "supposed" to go on in a job interview.

a. behavior   b. socialization

8. Ralph Linton described a role as the dynamic ……… of a status.

a. expression   b character

9. Social interaction is ……… .

a. paired   b. patterned

10. A great potential of human beings develops only through ………with others.

a. status   b. interaction

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.   Shall we meet after… work tomorrow evening?

       a) –   b) the   c) our

12.   Have you finished with … book I lent you?

       a) those   b) a   c) the

13.   Can you play … musical instrument?

       a) a   b) the   c) these

14.   We have had … unbearable heat for the last three months.

       a) an   b) –   c) so

15.   He … on a business trip to Athens next week.

       a) goes   b) will have gone   c) is going

16.   While Arthur … newspapers the train left.

       a) had bought   b) bought   c) was buying

17.   Did you take many photographs when you … on holiday?

       a) were   b) had been   c) were being

18.   I had to walk to work the other day as I … my wallet at home.

       a) left   b) had left   c) was leaving

19.   In ten minute-time they … this question for three hours.

a) will be discussing   b) will discuss   c) will have been discussing

20.   We … no trouble so far with our new printer.

a) have had   b) have   c) are having

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

Trying to export potatoes to the land of pasta would seem crazy to some people, yet one small company was successful after it had taught its staff to speak foreign languages.

A&C Exports has seen its annual export sales rise by 40% since it improved its foreign language skills. When the company first targeted Italy it used an interpreter, but this was very frustrating. A middleman, however fluent, can't hope to establish relationships in the way a committed member of the company can. A&C also takes great care to respond to the cultural requirements of its customers, for example by choosing the right colour for packaging. This approach has doubled sales to Germany.

Karren Burdett, a language specialist who joined A&C eighteen months ago, is the key to the firm's export success. When Burdett was appointed she spoke Spanish and French fluently, but her language of Italian was limited. In the four weeks before she took up her new post, she set about improving it. She listened to Italian while she was driving, cooking, dusting, and sleeping. She watched Italian videos. She read newspapers, magazines, pizza packets, shampoo bottles, and jars of pasta sauce.

Her reward came with her first phone call to Italy. "I explained that I was learning their language, and asked our clients to be patient with me is I made mistakes. Far from being critical, they were delighted, and from then on a strong relationship was established," she says.

Burdett is teaching Spanish to senior staff, and she is going to have a working knowledge of German by Christmas. More importantly, staff at all levels can now handle simple telephone enquiries in French, Spanish, and Italian. Now they are all quite confident that export sales will continue to rise.

21.	A&C weren't happy with using an interpreter.
22.	A&C thinks that it is a good idea to know your clients' language but cultural differences are unimportant.
23.	One person was at the centre of the changes.
24.	Karen Burdett knows how to maximize her own language learning and teach the other staff.
25.	Customers laughed when she first tried to communicate in Italian.

BAPIAHT 7

PartILanguageFunctions

Choose the correct reply to each of the expressions.

1. I look forward to seeing you next time.

a) See you.　　　　　　　　　　b) Yes, me too.

2. Have a good trip back.

a) Thanks.　　　　　　　　　　b) That would be nice.

3. Would you like something to drink?

a) Juice, please.　　　　　　　　b) I like coffee.

4. Here you are.

a) Thank you.　　　　　　　　　　b) Very well, thanks, and you?

5. Nice to meet you, Rita.

a) It was nice meeting you, Pete.　　　　b) Hello, Pete. Pleased to meet you.

Part II Vocabulary

Choose the right word to complete each sentence.

6. The Friends ' quarterly ……… , which is now in full color, contains articles about the trees, plants, gardens.

a. journal　　　　　　　b magazine

7. Single parents often attempt to be both parents and ……… — each status demands considerable time and energy.

a. bread winners　　　　b. prize winners

8. In manufacture and in handicrafts, the worker uses a tool; in the ………, he serves a machine.

a. fabric　　　　　　　b. factory

9. A social role is a set of ……… for people who occupy a given social position or status.

a. expectations   b. expressions

10. An ……… status comes to us largerly through our own efforts.

a. ascribed   b. archived

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11. I prefer to play …tennis to keep fit.

    a) a   b) –   c) the

12. My sister plays … violin in an orchestra.

    a) a   b) the   c) –

13. I like the place where I live but it would be nicer to live by … sea.

    a) the   b) a   c) –

14. "How much does it cost to hire a car in your country?" "About $30 … day.

    a) by   b) the   c) a

15. What language … you …. at school?

    a) did study   b) had studied   c) was studying

16. What … you … when I called you?

    a) were doing   b) will be doing   c) are doing

17. Let me show you the way, …

    a) shall I?   b) do I?   c) don't you?

18. … your driver … for you at four o'clock?

    a) Will wait   b) Is waiting   c) Will be waiting

19. I … forward to this holiday for months.

    a) am looking   b) have been looking   c) looked

20. He recognized me at once. We … several times.

    a) met   b) were meeting   c) had met

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

In Europe, in America, and maybe in Japan, a young person living with his family cannot do certain things in front of his father, but when he gets older, he is free to do what he wants.

In the Arab world, and especially in Algeria, a young person cannot do certain things as long as he is a teenager. Smoking is thought to be a bad thing from the social point of view. A teenager is not allowed to smoke, but sometimes he can become a smoker while at university. He can smoke when he likes, but not while he is with his father or any other males from his family such as uncles, grandfathers, and so on.

In many countries watching TV is something very normal, but this is not the case in Algeria. Family members can watch TV together, but not always. Films showing women swimming in a pool or lying on a beach cannot be seen by all the family members together, especially in the case of sons and the father.

Getting married in Algeria is not easy because there are many rules that have to be respected. As an example, the young man who will be married does not see his father during the week before the marriage party, at the party, and for a week after the party. If he does not have a father, he should act the same way with his uncle or grandfather or older brother.

The members of the family, in many societies, can sit and have a meal together without any problem at all, but not in Algeria. A man should not sit with his father while his mother or sisters are there. If a man is with his father, his wife or children should not join them. If a man is with his wife or with his children, his father cannot join them.

These family rules mean that the father (or the uncle, grandfather, or oldest brother) is the family chief. They honour him by showing respect and politeness.

21.	The text describes some traditions common for all people living in the Arab countries.

22.	In European and American cultures young people have a freer choice of social behaviour than their counterparts in the Arab world.
23.	In Algeria young people do not smoke because it is not accepted in their culture.
24.	It is not right for an Algerian man to have meals or watch TV together with his father.
25.	When getting married a young Algerian has to observe some strict rules.

BAPIAHT 8

PartILanguageFunctions

Choosethe correct reply to each of the expressions.

1. Do you live in Paris?

No, I live in Versailles.   b)No, it's 20 minutes from Paris.

2. Do you like commuting?

a) Good idea. I'll think about it.   b) It's OK. I do a lot of work on the train.

3. What do you do in your free time?

a) I play squash.   b) I don't, actually.

4. How about a game this evening?

a) Good idea!   b) I like it.

5. Are you Mr White?

a) No, I'm not.   b) Actually, my name is Nicolson.

Part II Vocabulary

Choose the right word to complete each sentence.

6. Role ……… occurs when a person has difficulty meeting the obligations of a certain role or role set, usually because of a lack of resources (time, money, skills).

a. strength   b. strain

7. Mass media and technology have become important ……… of socialization.

a. participants   b. agents

8. Karola had been the ………in the family, but since being laid off her income has fallen from $3,276 a month in wages to $988 in unemployment compensation.

a. prize winner   b. bread winner

9. <u>Cashmere</u> is a soft ………. made from the wool of the Cashmere goat.

a. factory   b. fabric

10. ……… statuses are assigned to people without any effort on their part.

a. ascribed   b. achieved

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11. My brother is in… army now.

    a) –   b) the   c) an

12. She gave us … very useful advice.

    a) a   b) –   c) the

13. We were very unfortunate. We had … bad luck.

    a) the   b) a   c) –

14. Our society is based on …family.

    a) a   b) the   c) –

15. Where … you first …?

    a) was … meeting   b) did … meet   c) had …met

16. We … to Chicago next week.

    a) were flying   b) are flying   c) will have flown

17. She was typing some letters while I … through the mail.

    a) was looking   b) had looked   c) had been looking

18. Next month our firms … rivals for three years.

    a) will be   b) are going to be   c) will have been

19. We … since he went on a business trip.

a) weren't meeting   b) didn't meet   c) haven't met

20. The discussion… for a long time.

a) was going   b) has been going   c) had gone

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

An honest desire to communicate with people from other cultures, coupled with an attempt to understand cultural differences, will go a long way in helping you become a successful intercultural communicator.

Communicating in a new culture means learning *what* to say (words, phrases, meaning, structure), *who* to communicate with (the role and status of the person), *who* you are (how you perceive yourself), *how* you communicate the message (emotional components, nonverbal cues, intonation), *why* you communicate in a given situation (intentions), *when* to communicate, and *where* you can or should communicate. This sounds like an impossible task – but remember, you learned to do all these things in your own native language and culture, mostly without thinking about them. The difference is that now as an adult learning a second language and culture, you must think about the process.

An awareness of the following potential problem areas will help you avoid the difficulties that others have experienced when communicating with other people from other cultures:

- Linguistic differences in grammatical structure and semantic differences in word meaning and usage.
- The nonverbal aspects of communication, such as gestures and other silent cultural clues.
- Preconceived ideas and value judgments about the behavior of people based on what you think is 'right'.
- Anxiety or discomfort that you feel when trying to communicate in a foreign language.
  Much evidence shows that communicating interculturally is not easy, but that does not mean it is not worthwhile or is to be avoided.

21. Your strong wish to speak a foreign language will help you to become a good intercultural communicator.

22. There is no much difference between learning your native language and culture and a second language and culture.

23. Only one of the problems mentioned by the author is directly related to linguistic aspects of communication.

24. To be an effective intercultural communicator you must pay attention to the social, psychological, and cultural communication, not just the grammar.

25. Learning to communicate across cultures is difficult but not altogether impossible.

BAPIAHT 9

PartILanguageFunctions

Choose the correct reply to each of the expressions

1. A table for two, please.

a) It is round the corner.   b) Where would you like to sit – smoking or non-smoking?

2. What do you recommend?

a) The beefsteak is very good. b) I'd like to have some fish.

3. Do you like fish?

a) No, I'm not keen on seafood.   b) I can't say I'm very interested.

4. What are you going to have?

a) I think I'll have some chicken.   b) No, I'm just looking.

5. What's that?

a) That's rather strange.   b) That's a type of curry.

Part II Vocabulary

Choose the right word to complete each sentence.

6. Social interaction is the process through which individuals act in relation to one another and in response to each other's ……….

a. behavior   b. interaction

7. ……… of socialization are the people and groups that influence our self-concept, emotions, attitudes, and behavior.

a. participants   b. agents

8. ……… refer to people who are roughly the same age and/or who share other social characteristics (e.g., students in a college class).

a. peer groups   b. prime groups

9. In the British military, ………. is a military rank which is used by both the British Army and Royal Marines.

a. major   b. mayor

10. Behaving in patterned ways does not ……… our individuality.

a. thriven   b. threaten

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.   … bicycle is a useful means of transport.

       a) The   b) A   c) –

12.   Martin comes from … large family.

       a) –   b) a   c) the

13.   Did Ann get …job she applied for?

       a) –   b) the   c) a

14.   The economic situation is very bad. Many people are out of …work.

       a) a   b) –   c) their

15.   In a few minutes' time the students … the essay for two hours.

       a) will have been writing   b) will write   c) will have written

16.   … you … acquainted with anybody on your last trip?

       a) Have … got   b) Were …going   c) Did … get

17.   … you … your dictionary this afternoon? No, you can borrow it.

       a) Will … use   b) Will … be using   c) Is …going to use

18.   Look! They … over there.

a) are sitting   b) sit   c) has sat

19.   … she ever… abroad?

a) Has … gone   b) Did …go   c) Hasn't … been

20.   He … by the time we arrived.

a) was leaving   b) left   c) had left

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

Language reflects the environment in which we live. We label things that are around us. For example, in the Amazon area snow is not part of the environment; therefore, people in the region do not have the word for snow. It simply does not exist. In areas where it snows occasionally, people have a word for snow, but it may be just one word without any differentiations. Most Americans, for instance, use terms such as snow, sleet, slush, blizzard, ice. That's the extent of most people's snow vocabulary. People who live in an environment where it snows during most months of the year may have a much more differentiated terminology for snow.

If you go to a pub in the north of Germany and order wine, you may ask for 'ein Glass Weisweinbitte' (a glass of white wine, please). You may specify *Moselwein*or *Rheinwein*, but that's it. The north of Germany is beer country, and the knowledge of wine is much more limited. In Baden, the southwest of Germany, on the other hand, any waiter would just stare at you if you asked for a glass of white wine. Here you would specify the type of wine, the vineyard, and the year.

The environment will influence the development of technology, products, and the appropriate vocabulary. For example, cultures in tropical climates will not develop heating systems and, as a result will not have any of the accompanying vocabulary, just as people in cold climates have no need for air conditioning.

21.	The number of words used to describe similar objects and notions don't vary tly in different languages.
22.	It will be next to impossible to describe what 'snow' is for people living in

	climates.
23.	Germany is a beer country and you are not expected to know anything about es.
24.	The word 'label' in the second sentence is used as a noun meaning 'a piece aterial attached to something and giving information about it'.
25.	Our language greatly influences the environment we live in.

BAPIAHT 10

PartILanguageFunctions

Choose the correct reply to each of the expressions.

1. I think I'll have a salad nicoise. It's a type of salad with lots of different things in it.

a) That sounds good I'll have the same.   b) I don't have any idea where it can be.

2. Are you ready to order?

a) And what about you?   b) Yes, I think so.

3. That was delicious!

a) Was it? It sounds strange.   b) I'm glad you liked it.

4. Would you like a coffee?

a) Yes please.   b) I'm afraid not.

5. Can we have the bill, please?

a) I think you can.   b) Certainly.

Part II Vocabulary

Choose the right word to complete each sentence.

6. The car is going along a broad………….

a. prospect   b. avenue

7. The university's Social Robots Project investigates human-robot ……… and long-term "relationships" between human and machine.

a. social interaction   b. social norms

8. ……… groups, such as friendship cliques, youth gangs, and special-interest clubs, are the groups where young people often enjoy a similar social status.

a. pier   b. peer

9. The term role ……… identifies a number of roles attached to a single status.

a. kit   b. set

10. ……………..is a sociological concept dealing with the process of mentally and emotionally "re-training" a person so that he or she can operate in an environment other than that which he or she is accustomed to.

a. re-education   b. resocialization

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.   It was a good idea of … to discuss the matter collectively.

a) them   b) themselves   c) theirs

12.   The hotel was expensive. I paid $40 and so did John. We … paid $40.

a) all   b) every   c) each

13.   I'm not very busy today. I haven't got … to do.

a) any   b) little   c) much

14.   Do … of you want to come to a party tonight?

a) some   b) any   c) no

15.   If people work too hard, they can make … ill.

a) themselves   b) them   c) oneself

16.   We've eaten … of the food we bought. There's very little left.

a) all   b) most   c) half

17.   …was Keith's birthday yesterday. We had a party.

a) It   b) There   c) This

18. There are a few shops at the end of the street but … of them sell newspapers.

a) neither   b) no one   c) none

19. I was invited to two parties last week but I didn't go to … of them.

a) any   b) either   c) all

20. We are free next Friday afternoon. … won't be any meeting.

a) There   b) It   c) Then

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

Language reflects not only the environment we live in but also cultural values. The Navajos, for example, do not have a word for *late*. Time does not play a role in Navajo life. There is a time to do everything, a natural time rather than artificial clock time that industrial countries use. As a result, the Navajos do not have the differentiated vocabulary connected with time and clocks that other cultures have. Time and the passing of time are things one can't control; therefore, one should not worry about wasting time and setting schedules. In Mandarin Chinese, one word (*qing*) represents various hues of blue and green. It isn't that Chinese speakers cannot distinguish the difference in hues; they simply use one word for a range of hues.

One of the problems in dealing with people from other cultures is that we translate concepts from a foreign language and culture with words that fit our priorities. For example, businesspeople in the US typically are frustrated with the *manana* mentality of Spanish-speaking countries: "They said tomorrow, but they did not mean it". For Americans *tomorrow* means midnight to midnight, a very precise time period. For Mexicans, on the other hand, *manana* means in the future, soon. A Mexican businessman speaking with an American may use the word *tomorrow* but may not be aware of or may not intend the precise meaning of the word. This vague terminology is not precise enough for American emphasis on efficiency. The difficulties over the word *manana* are at least as much an American problem as a Mexican problem. Dictionaries do not help because they typically pretend that there are exact word equivalencies that have the same meanings. In order to communicate concepts effectively, cultural knowledge is as important as linguistic knowledge.

21. The words 'time', 'clock', 'late' don't exist in the Navajo language.

22. Chinese can't tell green from blue, that's why they use one word for both colours.

23. Similar words in different languages often relate to different concepts.

24. You should rely on dictionaries to learn the exact word equivalences.

25. The Mexican word 'manana' can be accurately translated as 'tomorrow.'

ВАРІАНТ 11

PartILanguageFunctions

Match the beginnings of the sentences (1-5) with the endings (a-f).

1. I didn't want the email	a. check the address is written correctly.
2. I forwarded your email	b. before you click send
3. Always proofread your emails	c. to Customer support yesterday
4. If your email was undeliverable,	d. so I deleted it
5. I apologize for taking so long	e. to hearing from you soon
f. to reply to your email.	

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. According to the American dream, everyone has a chance to ……... .

a. succeed   b. precede

7. To create a diverse student body, colleges and universities should seek students with a wide range of ……… and interests.

a. backgrounds   b. undergrounds

8. ……… norms generally have been written down and specify strict rules for punishment of violators.

a. Informal   b. Formal

9. People's need for food, shelter, and clothing are examples of what is referred to as ……… .

a. cultural practices   b. cultural universals.

10. The practice of tracking has been the source of growing ………..

a. controversy   b. consensus

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11	The chairman … make a long speech.		
	a. have to	b. is to	c. are to
12	The system is dangerous, one … use it.		
	a. can	b. must not	c. will have to
13	You … smoke here.		
	a. mustn't	b. needn't	c. can to
14	I think you … upgrade your computer.		
	a. should	b. must to	c. has to
15	… I use your password?		
	a. may	b. must to	c. should have
16	I … come to the office a bit earlier tomorrow.		
	a. must to	b. will have to	c. has to
17	He … be at home, because I have just seen him.		
	a. may not	b. can't	c. mustn't
18	They might … me know at once, but they didn't.		
	a. have let	b. had let	c. let
19	I don't think these figures … relied on.		
	a. can	b. can be	c. must
20	They …. to fire him.		
	a. can't have decided	b. can't decide	c. may not decide

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

Any friend of yours is a friend of mine.

Louise Henry, a 31-year-old business executive from London, arrives at her desk and turns on her computer. She is happy as she is expecting a message from her new best friend Juanita, a museum worker who lives in Vancouver, Canada.

Louise and Juanita email every day, and by doing this they are part of a new social trend that is spreading around the world. From London to Sydney, New York to Singapore, you don't have to live in the same city to make new friends, or even on the same continent. You can form new friendships on the Internet.

In the past there were pen pals. Now there is friendsters.com, which has over 1.5 million members. And a British service, *everyonesconnected. com*, has over 500,000 members and more are joining every day. These new websites are based on the 'small world hypothesis' developed by an American sociologist, Stanley Milgram, in the 1960s. Milgram believed that everyone in the world is connected by no more than six 'degrees' of separation, i.e. by following a path of friends, friends' friends' friends' friends' friends, etc, you can get from one person to any other person in no more than six steps. To test the theory, a team of researchers asked computer users to contact a stranger by emailing acquaintances. So Bruce in the UK was asked to find Olga, in Siberia. Bruce did this through his uncle David, in Uganda, who he knew had computer pen pals across Russia. He completed the task in just four steps.

The potential for making friends on the Internet is huge, but there are also only accept members who are invited by their real-life friends. Once members are accepted they can put their whole social network on the website. This way, friends can get to know friends' friends, without going out to parties to meet them and, of course, become friends.

21. The article is about pen pals communicating with the help of a snail mail.
22. Daily exchanging emails is a fast progressing tendency in a society.

23. Stanley Milgram believes that all people in the world are relatives.

24. According to Milgram you can find any person by taking just 6 steps.

25. You can easily join friendsters.com or everyonesconnected.com without any recommendation.

ВАРІАНТ 12

PartILanguageFunctions

Match the beginnings of the sentences (1-5) with the endings (a-f).

1. Many thanks for your prompt	a. before you click "send"
2. Please sign and send it back to us	b. your help on this
3. Please get back to me if…	c. to hearing from you soon.
4. I'd appreciate	d. by return email
5. I look forward	e. you need any more information
f. reply to my email.	

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. The practice of tracking has been the source of growing ……….

a. controversy   b. consensus

7. Admissions officers argue that acceptance depends not only on grades and test scores, but also on ……… activities.

a. social   b. extracurricular

8. The sociologists use the term ……… to refer to a segment of society that shares a distinct pattern of mores, folkways, and values that differs from the pattern of the larger society.

a. dominant culture   b. subculture

9. The term ……… is coined to refer to the tendency to assume that one's own culture and way of life are superior to all others.

a. ethnocentrism   b. xenocentrism

10. Standards of proper dress are a common example of ……… norms.

a. formal   b. informal

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11	We … purchase any new equipment.		
	a. must to	b. won't have to	c. didn't have
12	Yesterday they … search for a replacement.		
	a. had to	b. must	c. have to
13	This computer ….. in the palm of the hand.		
	a. can held	b. can be held	c. can be hold
14	It is raining, so I …. take my umbrella.		
	a. can't	b. need	c. have to
15	You …. speak to Mr. Smith. He is being introduced to the manager.		
	a. must have	b. can't	c. need
16	That …. our boss's car, he is away from town this week.		
	a. mustn't be	b. can't be	c. shouldn't be
17	I've decided that I … go home.		
	a. has to	b. have	c. must
18	Surely he … sixty, he only looks about forty.		
	a. can't be	b. could be	c. mustn't be
19	You …….. leave the office before the working day is over.		
	a. haven't to	b. aren't	c. shouldn't
20	We …. no longer isolate ourselves from these problems.		
	a. shouldn't	b. can't	c. must

Part IV Reading

Read the text and match these descriptions (a-e) with the five stages (1-5).

Culture Shock

Culture shockdescribes the impact of moving from a familiar culture to one which is unfamiliar. It is an experience described by people who have travelled abroad to work, live or study. It can affect anyone, including international students. It includes the shock of a new environment, meeting lots of new people and learning the ways of a different country. It also includes the shock of being separated from the important people in your life, maybe family, friends, colleagues, teachers. When familiar sights, sounds, smells or tastes are no longer there you can miss them very much.

The process (of culture shock) can be broken down into five stages:

1 The 'honeymoon' stage

When you first arrive in a new culture, differences are intriguing and you may feel excited and curious. At this stage you are still protected by the close memory of your home culture.

2 The 'distress' stage

A little later, differences create an impact and you may feel confused, isolated or inadequate as cultural differences intrude and family or friends are not immediately available.

3 The 're-integration' stage

Next, you may reject the differences you face. You may feel angry or frustrated, or hostile to the new culture. At this stage you may realize how much you dislike it compared to home. Don't worry, as this is quite a healthy reaction.

4 The 'autonomy' stage

Differences and similarities are accepted. You may feel relaxed, confident as you become more familiar with situations and feel well able to cope with new situations based on your growing experience.

5 The 'independence' stage

Differences arid similarities are valued and important You may feel full of potential and able to trust yourself in all kinds of situations. Most situations become enjoyable and you are able to make choices according to your preferences and values.

21. You enjoy the social, psychological and cultural differences and feel at home. (a.)

22. You can now move around the country without a feeling of anxiety. (b).

23. You may begin to criticize the country and the values of the people. (c).

24. You are fascinated by all the new sights, sounds, smells and tastes. (d).

25. You may feel lonely and have a sense of loss. (e).

ВАРІАНТ 13

Part I Language Functions

Math the informal phrases (9-16) with their formal equivalents (a-i).

1	It's not our fault	a	I'd like to know a little more about
2	You should make it right	b	You have not followed our instructions
3	I need you to…	c	We are not responsible for the error
4	You made a mistake	d	You seem to have made an error
5	Could you give me some more information	e	It is very important for me that you
		f	Please correct the error

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. ……… (sometimes called ability grouping) involves placing together in classrooms children of a similar age and grade who have comparable mental capability.

a. Running   b. Tracking

7. Asian American applicants tend to favor ……… in science, mathematics, and engineering – the most competitive ……….

a. majors   b. honours

8. While vacationing in Great Britain, an American discovers that the British drive on the wrong side of the road, are critical of his American accent etc. He feels disoriented and out of place and thus is experiencing ……… .

a. xenocentrism   b. culture shock

9. Standards of proper dress are a common example of ……… norms.

a. informal   b. formal

10. The identification of a new moon of Saturn was an act of ……… .

a. discovery   b. diffusion

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11	Why do I … do everything?		
	a. must to	b. have	c. have to
12	I … to conduct an interview tomorrow.		
	a. am	b. had	c. has to
13	You ….find the best solution of this problem.		
	a. should	b. need	c. is to
14	You ….. have warned him about the danger beforehand.		
	a. must	b. need	c. ought to
15	Passengers … smoke during take-off of a plane.		
	a. can to	b. shouldn't	c. mustn't to
16	Because of the health risk, we … review safety procedures.		
	a. had to	b. can	c. may not
17	Your temperature is high, so you … stay in bed.		
	a. must	b. needn't	c. should to
18	You … tip taxi drivers, they don't expect tips.		
	a. shouldn't	b. can't have	c. mustn't to
19	Surely he … sixty, he only looks about forty.		
	a. can't be	b. could be	c. mustn't
20	The discussion ….. very interesting. It's pity I couldn't stay.		
	a. must have been	b. could have been	c. should have been

Read the text and choose whether the following sentences (21-25) are True (T) or False (F).

Maria Montessori

Maria Montessori (1870-1952) is a famous Italian educationalist whose method of teaching has influenced people all over the world.In 1896 she set up a 'Children's House' in Rome. This was the place where she developed the Montessori Method, an educational system that encourages an informal style of teaching. The Montessori philosophy is simple. It is the child that controls the pace, topic and lessons, not the rest of the class or the teacher. As a result, children enjoy learning and this gives them confidence and makes them happy.

The Montessori Method also teaches children skills to help them become independent. Very young children learn to dress themselves, to cook and to put their toys and clothes away.

A Montessori teacher observes children closely in order to provide them with individual learning programmes. The teacher is a guide, not a leader of the classroom, helping to open students' eyes to the wonders around them.

Maria Montessori wanted to free children's minds so that they would learn by self-teaching and self-correction. It is an approach to teaching which encourages children to learn by doing and experimenting.

A typical room in a Montessori school has many things children can use, for example, books, objects and games. The furniture is light so they can arrange it as they wish, and the cabinets are low, so the children can reach them. Because the environment offers a range of activities, children like to work together and they develop a social life based on cooperation rattier than competition.

Maria Montessori travelled all over the world, training teachers to use her method. There are now many schools in Europe and North America which use the Montessori curriculum and methods.

21. Children are provided with individual learning programmes and develop at their own pace.

22. The teacher chooses the topics of the lessons and decides how fast the child should study the material.

23. The Montessori method teaches children to experiment and to depend on the teacher.

24. Maria Montessori's educational system allows children develop social skills with each other.

25. Maria Montessori tried to use everyday objects in the class so the children could learn to be competitive.

ВАРIAHT 14

PartILanguageFunctions

Match the informal phrases with their formal equivalents.

1	I'd appreciate a reply asap.	a.	Thanks for your request.
2	Do not hesitate to contact us if you require further assistance.	b.	We hope you are happy with this
3	We expect you find this satisfactory	c.	Let us know if you need any more help
4	Your request is being processed	d.	Please answer as soon as possible
5	It's not our fault	e.	We are working on your order
		f.	We are not responsible for the error

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. Tracking (sometimes called ……… grouping) involves placing together in classrooms children of a similar age and grade who have comparable standings on measures of learning achievements or mental capability.

a. class   b. ability

7. ……… sports pose a dilemma for educators.

a. Amateur   b. Big-time

8. Sociologists use the term ……… to refer to the process by which a cultural item spreads from group to group or society to society?

a. globalization   b. diffusion

9. ……… may be based on common age, region, ethnic heritage, occupation, or beliefs.

a. Subcultures   b. Countercultures

10. Proponents of tracking say that ……… grouping results for better conditions for teaching and learning

a. homogeneous   b. heterogeneous

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11	He …. left a message for you, but I'm not sure.		
	a. can have	b. must have	c. might have
12	The issue …. discussed later.		
	a. should	b. have to be	c. should be
13	A lot of accidents at work …. avoided due to a new system.		
	a. could	b. might	c. must be
14	As you … remember, I've always been interested in scientific experiments.		
	a. must	b. may	c. have to
15	To my mind, the government … take care of the poor.		
	a. must have	b. need to	c. ought to
16	Someone phoned earlier, it… Rachel.		
	a. can be	b. should have been	c. may have been
17	…. you be more exact?		
	a. can	b. should	c. may
18	You ... need some further information.		
	a. can	b. should	c. may

19	The device is very delicate and …. handled with great care.		
	a. can be	b. has to be	c. may be
20	They … increase the price by five percent.		
	a. had to	b. should have	c. may have

Part IV Reading

Read the text and choose whether the following sentences (21-25) are True (T) or False (F).

Discussion: Single-sex schools are better than mixed schools

Message 1 - posted by *Jane, Amsterdam* I think mixed-sex schools are the only way for children to learn, because it's natural. In higher education and their working life, they will be mixed so it makes sense for them to be mixed at school. School should reflect the real world.

Message 2 - posted by *Hans, Germany* My reaction to this is very clear. For me, single-sex schools are much better, and the statistics show that they get better exam results, particularly at secondary level. Anything which helps children pass exams must be a good thing.

Message 3 - posted by *ВШ. USA* Boys and girls (earn in very different ways. I feel that they should be educated separately so teachers can focus on their different needs. The way I see it is that if you have a zoo, you don't put the lions in with the zebras!

Message 4 - posted by *Martin, London* My view on this is that it doesn't really matter. What is important is the curriculum, and keeping students interested. I was a teacher and we had a lot of truancy to deal with, and problems with students missing lessons because they found them boring. Never have a timetable with Maths as the first class on Monday morning!

Message 5 - posted by *Emily, Sydney* I don't think there is any question that mixed schools are better. There is too much competition at single-sex schools, which often means that students don't make enough progress, I also think there is more bullying at single-sex schools, where children are picked on because of the increased competition. Single-sex schools lead to a 'dog eat dog' situation.

21. Mixed-sex schools give children basic social experience.

22. Children have higher exam marks at single-sex schools.

23. Students miss Maths lessons on Monday morning more often at single-sex schools.

24. Mixed schools have more interesting curriculum and more experienced teachers.

25. Mixed schools are better as there is much more competition among pupils there.

ВАРІАНТ 15

PartILanguageFunctions

Match the informal phrases with their formal equivalents.

1	Could you give me some more information about ……	a	I'd like you to ….
2	If I can be of any further assistance, please do not hesitate to contact me.	b	I'd like to know a little more about
3	Thank you in advance for your assistance in this matter.	c	I need you to….
4	Would you like me to..?	d	Please get back to me if you need any help
5	Do you think you could …?	e	I'd appreciate your help on this.
		f	Shall I?

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. Proponents of tracking say that ……… grouping results for better conditions for teaching and learning

a. homogeneous   b. heterogeneous

7. The athletes have a "……… value" to the university because of their revenue-producing potential.

a. insignificant   b. utilitarian

8. The identification of a new moon of Saturn was an act of ……… .

a. diffusion   b. discovery

9. Senior citizens living in housing for the elderly, workers in an offshore oil rig, and circus performers are all examples of what sociologists refer to as ………. .

a. subcultures   b. countercultures

10. ……… is the belief that the products, styles, or ideas of one's society are inferior to those that originate elsewhere.

a. Xenocentrism   b. ethnocentrism

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11	They …. have started the construction a month ago.		
	a. were to	b. can	c. need
12	The company …. reduce pollution to as low a level as possible.		
	a. should	b. must have	c. have to
13	What a pity! John won't come. He… about the meeting beforehand.		
	a. should been told	b. should have been told	c. should be told
14	The goods …. delivered by now.		
	a. should be	b. can be	c. must have been
15	… you mind passing me the salt?		
	a. will	b. could	c. would
16	Your temperature is high, so you … stay in bed.		
	a. mustn't	b. needs	c. should
17	Surely he … sixty, he only looks about forty.		
	a. can't be	b. could be	c. mustn't
18	Organizations ... learn to do more with fewer resources and fewer people.		

	a. can to	b. need	c. must
19	Open communication … based upon trust.		
	a. can't have	b. should be	c. must have
20	He … do nine month's training before starting this business.		
	a. had to	b. were to	c. must have

Part IV Reading

Read the text and choose whether the following sentences (21-25) are True (T) or False (F).

Life Learning

Lifelong learning is the concept that it's never too soon or too late for learning, a way of thinking that many different organizations now believe in. Albert Einstein, the famous scientist, summed up this way of thinking when he said, 'Learning is not a product of schooling, but the lifelong attempt to acquire it.'

Lifelong learning provides adults with learning opportunities at all ages and in various contexts: at work, at home and through leisure activities, not just through formal channels such as school and higher education. In recent years, participation in adult education has increased in most European countries. In Britain, for example, 44 percent of adults participated in adult education programmes in 2004, compared with 40 percent in the year 2000.

Lifelong education is a form of teaching often carried out through distance learning or e-learning, continuing education, home schooling or correspondence courses. It includes postgraduate programmes for those who want to improve their qualifications, bring their skills up to date or retrain for a new line of work. Internal corporate training has similar goals.

One of the reasons why lifelong education has become important is the acceleration in the progress of science and technology. Despite the increased length of primary, secondary and higher education, the knowledge and skills gained there are usually not sufficient for a professional career over three or four decades. As an American educator has said, 'Learning prepares us for change.'

More importantly, lifelong learning is about an attitude - that you can and should be open to new ideas, decisions, skills or behaviours. Lifelong learning does not accept the saying 'You can't teach an old dog new tricks.'

21. The amount of people involved in adult education lessens each year.

22. Lifelong education is widespread because adult people have plenty of spare time.

23. The importance of lifelong education increases with the rapid progress in science and technology.

24. If you are not planning to change your job it is not necessary to continue your education.

25. Lifelong learning makes people open-minded.

ВАРІАНТ 16

PartILanguageFunctions

Match telephone phrases with responses.

1.	Can I speak to your manager?	a	This is Walter Marini.
2.	Who is calling?	b	Do you know when she'll be back?
3.	I'm sorry but he is on another call.	c	Yes, it's M-E-N-D-E-L-S-O-N.
4.	Could you spell that?	d	Certainly. One moment.
5.	I'm sorry, she is out this morning.	e	That's right. I'll connect you to the person in charge of this.
		f	It's OK. I'll hold on.

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. Tracking allows pupils to advance at their own rate with others of similar ……… .

a. capabilities   b. income

7. Many college coaches report that they are under growing pressure to bring in more …….. .

a. athletes   b. revenue

8. ……… is the belief that the products, styles, or ideas of one's society are inferior to those that originate elsewhere.

a. Xenocentrism   b. ethnocentrism

9. The process of introducing a new idea or object to culture is known as ……… .

a. innovation   b. diffusion

10. Asian American applicants tend to favor ……… in science, mathematics, and engineering – the most competitive ……… .

a. majors   b. honours

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.	The … of the twenty-seven colleges in Oxford is University College.		
	a) oldest	b) older	c) eldest
12.	Just call this number to book as … seats as possible.		
	a) much	b) many	c) more
13.	That problem was far ….		
	a) more complicated	b) most complicated	c) as complicated
14.	The … we do this work, the better.		
	a) soon	b) sooner	c) soonest
15.	Who can I contact …?		
	a) farther	b) far	c) further
16.	At last the mutual agreement … at.		
	a) had arrived	b) was arriving	c) was arrived
17.	You can't speak over the phone. It….		
	a) has been used	b) is being used	c) will be using
18.	You … to express your opinion on many questions.		
	a) has been asked	b) have been asking	c)will be asked
19.	In the last model, metallic parts … by plastic ones.		
	a) have been replaced	b) will have replaced	c) have been replacing
20.	He said that our department … financial support.		

a) had been promising	b) were being promised	c) had been promised

Part IV Reading

Read the text and choose whether the following sentences (21-25) are True (T) or False (F).

Are you a successful leader?

Almost nothing we do in this world is done in isolation. At work or at play, you'll find yourself in groups, working with other people: your team at work, a meeting with colleagues, your family, a holiday with friends, a group of students working together, a day out walking in the mountains, a group of neighbours wanting to make changes. It is now recognized that being able to work successfully with other people is one of the major keys to success, partly because we need to do it so often.

In almost every situation where you're in a group, you will need a skilled leader. All groups need leaders and all successful groups have good leaders. Groups without leaders or with weak leaders almost always break down. Members of a leaderless group often begin to feel dissatisfied and frustrated. Time is wasted and the tasks are not achieved. There are often arguments and tensions between people as there is nobody to keep the goals clear. Some personalities dominate and others disappear. Often group members begin not to come to meetings in order to avoid more disharmony.

Most people now recognize that leadership can be taught. The training courses use activities and techniques to develop a range of qualities which are necessary to be a good leader. Self-confidence is vital and being able to overcome your own fears about being a leader. Successful leaders also need to be calm and intelligent. They need to be able to work out good strategies and make sound judgements under pressure. Lastly, and probably most importantly, good leaders need to be sensitive, sociable and be able to get on with a wide range of people. Good leadership is essentially the ' ability to influence others and good leaders allow all members of the group to contribute.

21. Being able to work in a group is one of the most important life skills.

22. Groups of people doing social activities generally don't need leaders.

23. Members of leaderless groups often stop attending.

24. Good leaders are often slightly afraid of their role.

25. Good leaders should do more work than the other group members.

ВАРІАНТ 17

PartILanguageFunctions

Match telephone phrases with responses.

1	Good morning. Can I speak to Mr. Herman?	a.	Hold on. I'll see if she is here today.
2	Would you like to leave a message?	b.	Please hold, I'm putting you through right now.
3	I can't hear you. It's a bad line.	c.	At last! I've been trying to get through to you all day.
4	I can't find her number anywhere.	d	Try to look it up in the phone book.
5	Simon Green speaking.	e.	O'K, I'll hang up and try again.
		f.	Yes. Could you ask him to call me back?

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. Tracking tends to ……… children along ethnic, racial, and socioeconomic class lines

a. segregate   b. unite

7. College athletes are socially isolated, housed in a special ……… , and cut off from other students.

a. town   b. dorm

8. The process of introducing a new idea or object to culture is known as ………… .

a. innovation   b. diffusion

9. ……… may be based on common age, region, ethnic heritage, occupation, or beliefs.

a. Subcultures   b. Countercultures

10. ……… are established standards of behavior maintained by a society.

a. Values   b. Norms

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.	Montréal is the second … French speaking city in the world after Paris.		
	a) bigger	b) biggest	c) big
12.	This videophone is … among ours.		
	a) as old as	b) older than	c) the oldest
13.	They say … we learn, … we know.		
	a) the most…the least	b) more … less	c) the more … the less
14.	Computers are becoming … expensive.		
	a) less and less	b) fewer and fewer	c) the least and least
15.	For … information consult this book.		
	a) further	b) far	c) farther
16.	Young people … easily … by advertising.		
	a) are influenced	b) had influenced	c) were influencing
17.	For calculations, wide use … of modern computing machines.		
	a) are being made	b) has been making	c) will be made
18.	The experiment … on by our engineers.		

	a) was insisted	b) was insisting	c) will insist
19.	He thinks all the messages …already ….		
	a) was being sent	b) had been sending	c) have been sent
20.	You can't speak to Mr. Smith. He … to the manager.		
	a) will be introducing	b) is being introduced	c) has been introducing

Part IV Reading

Read the text and choose whether the following sentences (21-25) are True (T) or False (F).

The true cost of university fees

The recent government announcement of an increase in university fees for the coming academic year has angered young people planning to go to university.

In an ideal world, university education would be free and open to all. However, in most western countries, students do contribute to the cost of going to university, and most accept that they should pay something towards the benefits they receive from a university education.These benefits include the opportunity to get good jobs in the future, and this of course leads to higher salaries and a more comfortable lifestyle.

Many students have to depend on their parents to finance their education because the average student debt already runs into thousands of pounds. The intended increase in university fees has come at the wrong time. It will discourage some studentsfrom going to university because they simply cannot afford it. This is not good news for the Government, whose stated aim is to encourage 50 percent of young people to go on to higher education. Already, many young people are questioning the value of a university education. Everyone seems to have a degree these days, they say, so when they graduate from university, they cannot be sure they will get a well-paid job. And this seems to be the reality: many graduates have to accept positions which are not challenging or well-paid. Therefore the decision to raise university fees will almost certainly affect the student intake, leading to a drop in numbers.

The proposed increase in fees is unfair to students. Many are already having problems dealing with debt. There's nothing wrong with asking students to

contribute to the costs of a university education, but the proposed increase is too much.

21. English government announced that the young people should pay more for their university education.

22. In most western countries university education is free.

23. Most students agree to pay more because of the opportunities higher education gives them.

24. Young people are highly motivated to get university education because they'll surely get good, well-paid jobs in the future.

25. It is expected that university fees increase won't influence the amount of young people who is going to enter university.

BAPIAHT 18

PartILanguageFunctions

Complete the phrases (1-5) with the verbs (a-e) and match them with the proper responses (6-10).

1.	Is this a good moment?	a	Sorry, can you call again later?
2.	Are you busy right now?	b	Now is fine.
3.	Do you have a second or do you want to call later?	c	Yes, you have rather. I'm just dealing with something.
4.	Have I rung you at a busy time?	d	Yes, it's fine.
5.	Can we talk now or later?	e	O'K, I'll hang up and try again.
f	I am rather. Do you mind calling back this afternoon?		

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. Faced with this contradiction between what they are being taught and what they know, black students develop a subculture of ……… .

a. consensus   b. resistance

7. There are two forms of ……… : discovery and invention.

a. innovation   b. diffusion

8. Education has long been associated with status and ……… in Asian cultures.

a. respect   b. reprimand

9. ……… are established standards of behavior maintained by a society.

a. Norms   b. Values

10. The athletes have a "……… value" to the university because of their revenue-producing potential.

a. egalitarian   b. utilitarian

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.	Is the USA still … country in the world?		
	a) the richest	b) richer	c) much richer
12.	Competing is not … as cooperating.		
	a) more enjoyable	b) the most enjoyable	c) as enjoyable
13.	In all countries of this region, social instability has been much ….		
	a) worse	b) bad	c) worst
14.	… friends you have, … you are.		
	a) The more … the happier	b) The most … the happiest	c) More … happier
15.	I think I'll go by plane because it takes … time possible.		
	a) less than	b) the least	c) as little
16.	The most important features … during yesterday's presentation.		
	a) had been describing	b) were being described	c) was described
17.	These new methods of production … much attention to recently.		
	a) has been given	b) have been giving	c) have been given
18.	Steps … to settle the conflict between the management and employees.		
	a) has been taken	b) have been taking	c) are being taken

19.	The director phoned us and asked if his luggage… .		
	a) had been packed	b) will be packing	c) had been packing
20.	Now a special computer program … for calculations in their office.		
	a) are being used	b) is used	c) has been used

Part IV Reading

Read the text and choose whether the following sentences (21-25) are True (T) or False (F).

The Changing Family Pattern

The family pattern has been changing in Great Britain. In the past people did not tend to move from their birthplace and tended to go into the same sort of occupation as their parents. They had to look after relatives when they were old or ill, and they needed relatives themselves who would be nearby to help them out if they became sick or unemployed. Mothers needed help from their own mothers or sisters in looking after large families. In a hostile world people felt safest with their own relatives near them. This large unit of parents, children, grandparents, uncles, aunts and cousins is called the extended family.

Everyone has an extended family, but they may not keep in touch with the members of it, or may only meet some of its members occasionally. However, the extended family is still an important feature of life in many long- established communities. There is a growing tendency, however, for the more usual family type to consist of just a husband, wife and their own children living together with no relatives nearby. This family type is called the nuclear family.

The reasons for the gradual disappearance of the extended family as the operating family unit and its replacement by the nuclear family are:
1. Improved educational opportunities, which mean that new job prospects exist and these often require a move to a new area.
2. Transport is simple and greater travel opportunities make a move less frightening.
3. New housing estates often attract young families away from traditional areas
4. Improved welfare facilities mean we have to depend less on our relatives.
5. Family planning and some other factors have resulted in smaller, more manageable families.

21. In the past people used to live in large families and inherit the parents' profession.

22. The extended family includes only parents and their children.

23. Nowadays people prefer to live in a nuclear family.

24. The extended family disappears because people often have to move to a new area to have a better job.

25. People still depend on their relatives much because the extended family is easier to manage.

ВАРІАНТ 19

PartILanguageFunctions

Match the reasons (1-10) with the appropriate phrases (a-j).

1.	Say you're ready to start.	a)	Can I take a message?
2.	Check if that's the end of a message.	b)	Anything else?
3.	Check the spelling.	c)	I'm just getting a pen.
4.	Find out the reason for the call	d)	I'd better read that back to you.
5.	Offer to take a message.	e)	Is that S T A R, 'A' as in 'Amsterdam'?
		f)	What's it in connection with?

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. Education has long been associated with status and ……… in Asian cultures.

a. respect   b. disadvantage

7. Athletes should be provided with academic advisors who can assist them in …….. academic goals.

a. establishing   b. pursuing

8. ……… are established standards of behavior maintained by a society.

a. Norms   b. Values

9. Senior citizens living in housing for the elderly, workers in an offshore oil rig, and circus performers are all examples of what sociologists refer to as ……… .

a. subcultures   b. countercultures

10. The finding of the DNA moleculeis an example of a/an ……… .

a. invention   b. discovery

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.	The foundations of this world's … electronics company were laid in 1891.		
	a) large	b) larger	c) largest
12.	This method is not … as the one we used before.		
	a) more effective	b) the most effective	c) so effective
13.	English is … to learn than other languages, as it's the international language of business.		
	a) more useful	b) most useful	c) less useful
14.	The more honest you are with your partners, … problems you have.		
	a) the less	b) the fewer	c) smaller
15.	People often come to see us at … possible moment.		
	a) worse than	b) the worst	c) bad as
16.	The use of this method … much … about.		
	a) will be speaking	b) is being spoken	c) has been speaking
17.	The report … by a free discussion.		
	a) has been following	b)will be followed	c) are being followed.
18.	We were informed that a new idea … forward at the last meeting.		
	a) had been put	b) had been putting	c) were being put
19.	Many materials which are in use now … even … of twenty years ago.		
	a) weren't thinking	b) hadn't thought	c)weren't thought
20.	Nobody … a hearing at the conference.		

	a) has been refused	b) are being refused	c) wasn't refused

Part IV Reading

Read the text and choose whether the following sentences (21-25) are True (T) or False (F).

How Cultures Change

`Cultures change over time. Sometimes the change occurs so slowly and gradually that it is hard to notice it happening. At other times it is rapid or sudden. A number of Western cultures, including that of the United States, experienced rapid cultural changes in the late1960s, with the beginning of a mass youth culture. The youth challenged many of the values of their parents. This was expressed in radical changes in behaviour, dress, and music.

Variation within a culture is one of the factors that leads to change in the culture over time. A difference in values and behaviours may then be gradually taken up by other groups. In the case of youth culture , the values of that generation may become dominant over time as the group grows and takes power in the society.

The introduction of new technologies is also a major factor in cultural change. You can probably imagine some of the possible changes in behaviour that might happen when television or the telephone are introduced into a community for the first time. If we return to the distinction between material and nonmaterial culture, we can see that changes in the material aspects of a society can bring about changes in norms, behaviours, and values.

Cultural change also occurs when different cultures come into contact with one another, and then borrow from each other. They may exchange ideas, such as religious beliefs, or material artifacts, such as food or clothing. Often when these imported elements are added to the existing culture, they are altered in some way to fit in better with the local culture.

21. Culture changes always occur suddenly.

22. The representatives of a mass youth culture agreed on many of the values of their parents.

23. Innovations and inventions may contribute to the changes within certain culture.

24. Changes in material culture may cause changes in non material aspects of culture.

25. Cultural exchange is rather complicated and different cultures don't influence each other.

ВАРІАНТ 20

PartILanguageFunctions

Match the sentences on the left (1-10) with the sentences on the right (a-e) that have the same meaning.

1.	Speak up, please.	a	I didn't understand you, I'm afraid.
2.	I didn't catch that.	b	Could you speak more loudly?
3.	Let me read that back for you.	c	Could you say that again, please?
4.	Sorry, you've lost me.	d	I'll just check I've got that.
5.	Would you mind repeating that?	e	I couldn't hear that
f	I'm putting you through		

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. Students should be admitted to colleges and universities solely on the basis of their ……… .

a. merit   b. income

7. Athletic dorms should be ……… and athletes integrated within the larger college culture.

a. constructed   b. abolished

8. The finding of the DNA moleculeis an example of a/an ……… .

a. invention   b. discovery

9. Senior citizens living in housing for the elderly, workers in an offshore oil rig, and circus performers are all examples of what sociologists refer to as ……… .

a. subcultures   b. countercultures

10. People's need for food, shelter, and clothing are examples of what is referred to as ……… .

a. cultural practices   b. cultural universals.

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.	The day I gave up that job was … day in my life.		
	a) much happier	b) the most happy	c) the happiest
12.	The situation is not really … as it seems to be.		
	a) more serious	b) as serious	c) much serious
13.	The … accurate you are, the … people respect you.		
	a) more … less	b) least … fewest	c) less … fewer
14.	Things will soon look … they do now.		
	a) better than	b) the best	c) as good as
15.	Their office is situated … down the street.		
	a) furthest	b) farther	c) much far
16.	This book … often … to in many articles.		
	a) was referred	b) are referred	c) will refer
17.	No attention … to research work in this field so far.		
	a)is being called	b) has been called	c) will be called
18.	All our life … by economic forces.		
	a) is affected	b) is affecting	c) has affected

19.	New models of such equipment … to our customers.		
	a) were offering	b) are being offered	c) have been offering
20.	You … to enter that part of the factory.		
	a) hasn't been allowed	b) haven't been allowing	c) won't be allowed

Part IV Reading

Read the text and choose whether the following sentences (21-25) are True (T) or False (F).

Should students pay more for their university education?

Young people planning to go to university became angry because of the recent government announcement of an increase in university fees for the coming academic year.

In an ideal world, university education would be free and open to all. However, in most western countries, students do contribute to the cost of going to university, and most accept that they should pay something towards the benefits they receive from a university education.These benefits include the opportunity to get good jobs in the future, and this of course leads to higher salaries and a more comfortable lifestyle.

Many students have to depend on their parents to finance their education because the average student debt already runs into thousands of pounds. The intended increase in university fees has come at the wrong time. It will discourage some studentsfrom going to university because they simply cannot afford it. This is not good news for the Government, whose stated aim is to encourage 50 percent of young people to go on to higher education. Already, many young people are questioning the value of a university education. Everyone seems to have a degree these days, they say, so when they graduate from university, they cannot be sure they will get a well-paid job. And this seems to be the reality: many graduates have to accept positions which are not challenging or well-paid. Therefore the decision to raise university fees will almost certainly affect the student intake, leading to a drop in numbers.

The proposed increase in fees is unfair to students. Many are already having problems dealing with debt. There's nothing wrong with asking students to

contribute to the costs of a university education, but the proposed increase is too much.

21. English government announced that the young people should pay more for their university education.

22. In most western countries university education is free.

23. Most students agree to pay more because of the opportunities higher education gives them.

24. Young people are highly motivated to get university education because they'll surely get good, well-paid jobs in the future.

25. It is expected that university fees increase won't influence the amount of young people who is going to enter university.

ВАРІАНТ 21

PartILanguageFunctions

Match the beginnings of the sentences (1-5) with the endings (a-f).

1. Many thanks for your prompt	a. before you click "send"
2. Please sign and send it back to us	b. your help on this
3. Please get back to me if…	c. to hearing from you soon.
4. I'd appreciate	d. by return email
5. I look forward	e. you need any more information
f. reply to my email.	

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. Students should be admitted to colleges and universities solely on the basis of their ……… .

a. merit   b. income

7. Athletic dorms should be ……… and athletes integrated within the larger college culture.

a. constructed   b. abolished

8. The finding of the DNA moleculeis an example of a/an ……… .

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9. Senior citizens living in housing for the elderly, workers in an offshore oil rig, and circus performers are all examples of what sociologists refer to as ……… .

a. subcultures   b. countercultures

10. People's need for food, shelter, and clothing are examples of what is referred to as ……… .

a. cultural practices   b. cultural universals.

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11	We … purchase any new equipment.		
	a. must to	b. won't have to	c. didn't have

12	Yesterday they … search for a replacement.		
	a. had to	b. must	c. have to
13	This computer ….. in the palm of the hand.		
	a. can held	b. can be held	c. can be hold
14	It is raining, so I …. take my umbrella.		
	a. can't	b. need	c. have to
15	You …. speak to Mr. Smith. He is being introduced to the manager.		
	a. must have	b. can't	c. need
16	That …. our boss's car, he is away from town this week.		
	a. mustn't be	b. can't be	c. shouldn't be
17	I've decided that I … go home.		
	a. has to	b. have	c. must
18	Surely he … sixty, he only looks about forty.		
	a. can't be	b. could be	c. mustn't be
19	You …….. leave the office before the working day is over.		
	a. haven't to	b. aren't	c. shouldn't
20	We …. no longer isolate ourselves from these problems.		
	a. shouldn't	b. can't	c. must

Part IV Reading

Read the text and match these descriptions (a-e) with the five stages (1-5).

Culture Shock

Culture shockdescribes the impact of moving from a familiar culture to one which is unfamiliar. It is an experience described by people who have travelled abroad to work, live or study. It can affect anyone, including international students. It includes the shock of a new environment, meeting lots of new people and learning the ways of a different country. It also includes the shock of being separated from the important people in your life, maybe family,

friends, colleagues, teachers. When familiar sights, sounds, smells or tastes are no longer there you can miss them very much.

The process (of culture shock) can be broken down into five stages:

1 The 'honeymoon' stage

When you first arrive in a new culture, differences are intriguing and you may feel excited and curious. At this stage you are still protected by the close memory of your home culture.

2 The 'distress' stage

A little later, differences create an impact and you may feel confused, isolated or inadequate as cultural differences intrude and family or friends are not immediately available.

3 The 're-integration' stage

Next, you may reject the differences you face. You may feel angry or frustrated, or hostile to the new culture. At this stage you may realize how much you dislike it compared to home. Don't worry, as this is quite a healthy reaction.

4 The 'autonomy' stage

Differences and similarities are accepted. You may feel relaxed, confident as you become more familiar with situations and feel well able to cope with new situations based on your growing experience.

5 **The 'independence' stage**

Differences arid similarities are valued and important You may feel full of potential and able to trust yourself in all kinds of situations. Most situations become enjoyable and you are able to make choices according to your preferences and values.

21. You enjoy the social, psychological and cultural differences and feel at home. (a.)

22. You can now move around the country without a feeling of anxiety. (b).

23. You may begin to criticize the country and the values of the people. (c).

24. You are fascinated by all the new sights, sounds, smells and tastes. (d).

25. You may feel lonely and have a sense of loss. (e).

BAPIAHT 22

Part I Language Functions

Match the sentences on the left (1-10) with the sentences on the right (a-e) that have the same meaning.

1.	Speak up, please.	a	I didn't understand you, I'm afraid.
2.	I didn't catch that.	b	Could you speak more loudly?
3.	Let me read that back for you.	c	Could you say that again, please?
4.	Sorry, you've lost me.	d	I'll just check I've got that.
5.	Would you mind repeating that?	e	I couldn't hear that
f	I'm putting you through		

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

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Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.	The day I gave up that job was … day in my life.		
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	a) is affected	b) is affecting	c) has affected
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Many students have to depend on their parents to finance their education because the average student debt already runs into thousands of pounds. The intended increase in university fees has come at the wrong time. It will discourage some studentsfrom going to university because they simply cannot afford it. This is not good news for the Government, whose stated aim is to encourage 50 percent of young people to go on to higher education. Already, many young people are questioning the value of a university education. Everyone seems to have a degree these days, they say, so when they graduate from university, they cannot be sure they will get a well-paid job. And this seems to be the reality: many graduates have to accept positions which are not challenging or well-paid. Therefore the decision to raise university fees will almost certainly affect the student intake, leading to a drop in numbers.

The proposed increase in fees is unfair to students. Many are already having problems dealing with debt. There's nothing wrong with asking students to contribute to the costs of a university education, but the proposed increase is too much.

21. English government announced that the young people should pay more for their university education.

22. In most western countries university education is free.

23. Most students agree to pay more because of the opportunities higher education gives them.

24. Young people are highly motivated to get university education because they'll surely get good, well-paid jobs in the future.

25. It is expected that university fees increase won't influence the amount of young people who is going to enter university.

ВАРІАНТ 23

PartILanguageFunctions

Match these phrases (1-5) to when you would say them (a-g).

1.	Many happy returns of the day.	a.	When someone is going away.
2.	Sorry?	b.	When you've made a mistake.
3.	No thanks, I'm just looking.	c.	When meeting someone for the first time.

4. Have a good trip.
d. When someone says thank you to you.

5. How do you do?
e. On someone's birthday.

f. When shop assistant offers to serve you.

g. When you didn't hear what someone said.

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. Actual role performance usually varies from role ……… .

a. expectation   b experience

7. ……… statuses are assigned to people without any effort on their part.

a. achieved   b. ascribed

8. Mass media and technology have become important ……… of socialization.

a. members   b. agents

9. Social interaction is the process through which individuals act in relation to one another and in response to each other's ……….

a. behavior   b. norms

10. ……… refer to people who are roughly the same age and/or who share other social characteristics (e.g., students in a college class).

a. prior groups   b. peer groups

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11. I'm going to a wedding on Saturday. A friend of … is getting married.

a) my   b) myself   c) mine

12. They had a great time. They really enjoyed … .

   a) themselves   b) their own   c) oneself

13. "Which newspaper shall I buy? " … ". Whatever they have in the shop."

   a) Every one   b) No one   c) Any one

14. Most of the town is modern. There are … old buildings.

   a) little   b) few   c) lots of

15. Have you spent … the money?

   a) every   b) all   c) whole

16. Please don't worry about my problems. You've got ….

   a) your own   b) yourselves   c) by yourself

17. The bus was completely empty. There was … on it.

   a) anybody   b) somebody   c) nobody

18. Sarah and I play tennis together regularly but … of us can play very well.

   a) none   b) neither   c) no one

19. The building is now a supermarket. … used to be a cinema.

   a) This   b) There   c) It

20. Come and sit with us. …is plenty of room.

   a) There   b) It   c) This

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

Students with jobs lose out in exams

Survey shows 50% feel forced to take term work. The most cash-strapped university students are jeopardizing their chances of exam success by combining their studies with long hours in low paid jobs, according to research.

Half of those surveyed said they combined paid work with their studies during term-time, and half focused solely on their academic work. Students who worked admitted they spent less time on academic work because of the demands of regular

term-time jobs — typically in bars, pubs, cafes and shops — and often skipped lectures and handed work in late. For those working 15 hours a week the odds of obtaining a first class degree were cut by more than a third.

The results of the three-year study confirm the phenomenon of students who are forced into regular employment to pay for basics such as food and rent. It also shows that students from the poorest homes and ethnic minority backgrounds most likely to be working long hours to help pay bills.

The study, by researchers at London South Bank University and the Open University, is the first to confirm that students forced to work as a result of financial hardship suffer in terms of academic performance.

Students tended to work in low-paid jobs, and reported that their studies suffered as a direct result of their work. Many admitted missing lectures, producing poor quality assignments, and having difficulty accessing libraries and computer facilities.

More than 80% said they spent less time studying because of their term-time jobs, and nearly three-quarters spent less time preparing coursework. Many students believed that term-time working damaged academic performance — worries that were well-founded. The more students worked during term-time, the lower their average end-of-year marks or final degree results.

jeopardize – to put in danger; to risk

cash-strapped - short of money; impoverished

21. Combining studies with long hours in low-paid jobs increase students' chances of exam success.

22. Working students often miss lectures and don't perform their tasks in time.

23. The students want to take term work in order to fund their social life (visiting bars, pubs, cafes and shops).

24. Students tending to work in low-paid jobs produce poor academic results.

25. Most students spend less time studying and preparing coursework because the curriculum contains fewer subjects.

ВАРIAHT 24

PartILanguageFunctions

Match the beginnings of the sentences (1-5) with the endings (a-f).

1. I didn't want the email	a. check the address is written correctly.
2. I forwarded your email	b. before you click send
3. Always proofread your emails	c. to Customer support yesterday
4. If your email was undeliverable,	d. so I deleted it
5. I apologize for taking so long	e. to hearing from you soon
f. to reply to your email.	

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. According to the American dream, everyone has a chance to ……... .

a. succeed   b. precede

7. To create a diverse student body, colleges and universities should seek students with a wide range of ……… and interests.

a. backgrounds   b. undergrounds

8. ……… norms generally have been written down and specify strict rules for punishment of violators.

a. Informal   b. Formal

9. People's need for food, shelter, and clothing are examples of what is referred to as ……… .

a. cultural practices   b. cultural universals.

10. The practice of tracking has been the source of growing ……….

a. controversy   b. consensus

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11	The chairman … make a long speech.		
	a. have to	b. is to	c. are to
12	The system is dangerous, one … use it.		
	a. can	b. must not	c. will have to
13	You … smoke here.		
	a. mustn't	b. needn't	c. can to
14	I think you … upgrade your computer.		
	a. should	b. must to	c. has to
15	… I use your password?		
	a. may	b. must to	c. should have
16	I … come to the office a bit earlier tomorrow.		
	a. must to	b. will have to	c. has to
17	He … be at home, because I have just seen him.		
	a. may not	b. can't	c. mustn't
18	They might … me know at once, but they didn't.		
	a. have let	b. had let	c. let
19	I don't think these figures … relied on.		
	a. can	b. can be	c. must
20	They …. to fire him.		
	a. can't have decided	b. can't decide	c. may not decide

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

Any friend of yours is a friend of mine.

Louise Henry, a 31-year-old business executive from London, arrives at her desk and turns on her computer. She is happy as she is expecting a message from her new best friend Juanita, a museum worker who lives in Vancouver, Canada.

Louise and Juanita email every day, and by doing this they are part of a new social trend that is spreading around the world. From London to Sydney, New York to Singapore, you don't have to live in the same city to make new friends, or even on the same continent. You can form new friendships on the Internet.

In the past there were pen pals. Now there is friendsters.com, which has over 1.5 million members. And a British service, everyonesconnected. com, has over 500,000 members and more are joining every day. These new websites are based on the 'small world hypothesis' developed by an American sociologist, Stanley Milgram, in the 1960s. Milgram believed that everyone in the world is connected by no more than six 'degrees' of separation, i.e. by following a path of friends, friends' friends' friends' friends' friends, etc, you can get from one person to any other person in no more than six steps. To test the theory, a team of researchers asked computer users to contact a stranger by emailing acquaintances. So Bruce in the UK was asked to find Olga, in Siberia. Bruce did this through his uncle David, in Uganda, who he knew had computer pen pals across Russia. He completed the task in just four steps.

The potential for making friends on the Internet is huge, but there are also only accept members who are invited by their real-life friends. Once members are accepted they can put their whole social network on the website. This way, friends can get to know friends' friends, without going out to parties to meet them and, of course, become friends.

21. The article is about pen pals communicating with the help of a snail mail.
22. Daily exchanging emails is a fast progressing tendency in a society.

23. Stanley Milgram believes that all people in the world are relatives.

24. According to Milgram you can find any person by taking just 6 steps.

25. You can easily join friendsters.com or everyonesconnected.com without any recommendation.

BAPIAHT 25

PartILanguageFunctions

Match these phrases (1-5) to when you would say them (a-g).

1.	I'm terribly sorry.	a.	When someone says thank you to you.
2.	Happy New Year!	b.	When you didn't hear what someone said.
3.	I'd love some but I'm on a diet.	c.	On someone's early arrival.
4.	Don't mention it.	d.	When someone offers you some cake.
5.	Congratulations.	e.	When you've made a mistake.
		f.	On 1st of January.
		g.	When someone has had a baby.

Part II Vocabulary

Fill in the gaps (6-10) with proper words (a or b).

6. A social role is a set of ……… for people who occupy a given social position or status.

a. experiences   b. expectations

7. An ……… status comes to us largerly through our own efforts.

a. ascribed   b. achieved

8. ……… of socialization are the people and groups that influence our self-concept, emotions, attitudes, and behavior.

a. agents   b. participants

9. He's having good taste, manners, upbringing, and education. He is a ……….. man.

a. cultured   b. intelligent

10. Large gangs of violent teenagers are making life hell for Weymouth families through anti-……… and vandalism.

a. social expectations   b. social behaviour

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

21. I'm going to a wedding on Saturday. A friend of … is getting married.

     a) my   b) myself   c) mine

22. They had a great time. They really enjoyed … .

     a) themselves   b) their own   c) oneself

23. "Which newspaper shall I buy? " … ". Whatever they have in the shop."

     a) Every one   b) No one   c) Any one

24. Most of the town is modern. There are … old buildings.

     a) little   b) few   c) lots of

25. Have you spent … the money?

     a) every   b) all   c) whole

26. Please don't worry about my problems. You've got ….

     a) your own   b) yourselves   c) by yourself

27. The bus was completely empty. There was … on it.

     a) anybody   b) somebody   c) nobody

28. Sarah and I play tennis together regularly but … of us can play very well.

     a) none   b) neither   c) no one

29. The building is now a supermarket. … used to be a cinema.

     a) This   b) There   c) It

30. Come and sit with us. …is plenty of room.

   a) There   b) It   c) This

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

The au pair in Britain

One of the ways open to a girl student of the English language to improve her linguistic knowledge is to come to Britain for a year as an au pair girl. It certainly seems to be a very popular method, for every year sees more and more girls entering English homes as au pair girls.

Forty years ago it was generally understood in Britain that the term "au pair" was only used to describe a girl who came here to perfect her linguistic or professional knowledge; lived as a member of an English family; and the family provided her with "pocket money". She was not paid a salary.

As a member of the family she helped with the housework and, if there were any, helped look after the children; but she was not asked to do more than would normally be expected of a teenage daughter of an average middle-class —— particularly professional-class — English family.

In the 1960s it was reckoned there were 9,000 au pair girls in Britain; today an estimated number is 30,000 in London alone.They are treated as cheap labour, many of them placed by agencies with no interest in their future welfare.

An article entitled "Law sought to protect au pair girls' interests" was published in one of the British newspapers recently. The author wrote: "Au pair girls in Britain need a legally binding agreement to protect them against exploitation. Little notice is taken of Home Office recommendations: not more than five hours a day domestic work, at least one free day a week, sufficient pocket money, time to study and meet people. The girls cannot go on strike; that sort of action goes against the spirit of the system, which is intended to be one of fellowship, hospitality and a good relationship between the girl and the family."

He emphasized the lack of real protection from families who overworked the girls or agencies that place them, collect a fee and forget about them.

21. The word 'au-pair' means a young foreigner, usually a girl, who undertakes housework in exchange for board and lodging, especially in order to learn the language.

22. The au pair is a usual well-paid job.

23. Au pair girls don't get a salary; they're given a small weekly sum of money for day-to-day spending, incidental expenses, etc.

24. If au pair girls feel that they're exploited too much, they go on strike.

25. Au pair girls in Britain need legal protection as they work too much, with few free days, and little time to study.

ВАРIAHT 26

PartILanguageFunctions

Choose the correct reply to each of the expressions.

1. I look forward to seeing you next time.

a) See you. b) Yes, me too.

2. Have a good trip back.

a) Thanks. b) That would be nice.

3. Would you like something to drink?

a) Juice, please. b) I like coffee.

4. Here you are.

a) Thank you. b) Very well, thanks, and you?

5. Nice to meet you, Rita.

a) It was nice meeting you, Pete. b) Hello, Pete. Pleased to meet you.

Part II Vocabulary

Choose the right word to complete each sentence.

6. The Friends ' quarterly ……… , which is now in full color, contains articles about the trees, plants, gardens.

a. journal   b magazine

7. Single parents often attempt to be both parents and ……… — each status demands considerable time and energy.

a. bread winners   b. prize winners

8. In manufacture and in handicrafts, the worker uses a tool; in the ………, he serves a machine.

a. fabric   b. factory

9. A social role is a set of ……… for people who occupy a given social position or status.

a. expectations   b. expressions

10. An ……… status comes to us largerly through our own efforts.

a. ascribed   b. archived

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.   I prefer to play …tennis to keep fit.

    a) a   b) –   c) the

12.   My sister plays … violin in an orchestra.

    a) a   b) the   c) –

13.   I like the place where I live but it would be nicer to live by … sea.

    a) the   b) a   c) –

14.   "How much does it cost to hire a car in your country?" "About $30 … day.

    a) by   b) the   c) a

15.   What language … you … at school?

    a) did study   b) had studied   c) was studying

16.   What … you … when I called you?

a) were doing   b) will be doing   c) are doing

17. Let me show you the way, …

    a) shall I?   b) do I?   c) don't you?

18. … your driver … for you at four o'clock?

    a) Will wait   b) Is waiting   c) Will be waiting

19. I … forward to this holiday for months.

    a) am looking   b) have been looking   c) looked

20. He recognized me at once. We … several times.

    a) met   b) were meeting   c) had met

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

In Europe, in America, and maybe in Japan, a young person living with his family cannot do certain things in front of his father, but when he gets older, he is free to do what he wants.

In the Arab world, and especially in Algeria, a young person cannot do certain things as long as he is a teenager. Smoking is thought to be a bad thing from the social point of view. A teenager is not allowed to smoke, but sometimes he can become a smoker while at university. He can smoke when he likes, but not while he is with his father or any other males from his family such as uncles, grandfathers, and so on.

In many countries watching TV is something very normal, but this is not the case in Algeria. Family members can watch TV together, but not always. Films showing women swimming in a pool or lying on a beach cannot be seen by all the family members together, especially in the case of sons and the father.

Getting married in Algeria is not easy because there are many rules that have to be respected. As an example, the young man who will be married does not see his father during the week before the marriage party, at the party, and for a week after the party. If he does not have a father, he should act the same way with his uncle or grandfather or older brother.

The members of the family, in many societies, can sit and have a meal together without any problem at all, but not in Algeria. A man should not sit with his father while his mother or sisters are there. If a man is with his father, his wife or children should not join them. If a man is with his wife or with his children, his father cannot join them.

These family rules mean that the father (or the uncle, grandfather, or oldest brother) is the family chief. They honour him by showing respect and politeness.

21.	The text describes some traditions common for all people living in the Arab countries.
22.	In European and American cultures young people have a freer choice of social behaviour than their counterparts in the Arab world.
23.	In Algeria young people do not smoke because it is not accepted in their culture.
24.	It is not right for an Algerian man to have meals or watch TV together with his father.
25.	When getting married a young Algerian has to observe some strict rules.

ВАРIАНТ 27

PartILanguageFunctions

Match the reasons (1-10) with the appropriate phrases (a-j).

1.	Say you're ready to start.	a)	Can I take a message?
2.	Check if that's the end of a message.	b)	Anything else?
3.	Check the spelling.	c)	I'm just getting a pen.
4.	Find out the reason for the call	d)	I'd better read that back to you.

5.	Offer to take a message.	e)	Is that S T A R, 'A' as in 'Amsterdam'?
		f)	What's it in connection with?

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. Education has long been associated with status and ……… in Asian cultures.

a. respect   b. disadvantage

7. Athletes should be provided with academic advisors who can assist them in …….. academic goals.

a. establishing   b. pursuing

8. ……… are established standards of behavior maintained by a society.

a. Norms   b. Values

9. Senior citizens living in housing for the elderly, workers in an offshore oil rig, and circus performers are all examples of what sociologists refer to as ……… .

a. subcultures   b. countercultures

10. The finding of the DNA moleculeis an example of a/an ……… .

a. invention   b. discovery

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.	The foundations of this world's … electronics company were laid in 1891.		
	a) large	b) larger	c) largest
12.	This method is not … as the one we used before.		

	a) more effective	b) the most effective	c) so effective
13.	English is … to learn than other languages, as it's the international language of business.		
	a) more useful	b) most useful	c) less useful
14.	The more honest you are with your partners, … problems you have.		
	a) the less	b) the fewer	c) smaller
15.	People often come to see us at … possible moment.		
	a) worse than	b) the worst	c) bad as
16.	The use of this method … much … about.		
	a) will be speaking	b) is being spoken	c) has been speaking
17.	The report … by a free discussion.		
	a) has been following	b)will be followed	c) are being followed.
18.	We were informed that a new idea … forward at the last meeting.		
	a) had been put	b) had been putting	c) were being put
19.	Many materials which are in use now … even … of twenty years ago.		
	a) weren't thinking	b) hadn't thought	c)weren't thought
20.	Nobody … a hearing at the conference.		
	a) has been refused	b) are being refused	c) wasn't refused

Part IV Reading

Read the text and choose whether the following sentences (21-25) are True (T) or False (F).

How Cultures Change

`Cultures change over time. Sometimes the change occurs so slowly and gradually that it is hard to notice it happening. At other times it is rapid or sudden. A number of Western cultures, including that of the United States, experienced rapid cultural changes in the late1960s, with the beginning of a mass youth culture. The youth challenged many of the values of their parents. This was expressed in radical changes in behaviour, dress, and music.

Variation within a culture is one of the factors that leads to change in the culture over time. A difference in values and behaviours may then be gradually taken up by other groups. In the case of youth culture , the values of that generation may become dominant over time as the group grows and takes power in the society.

The introduction of new technologies is also a major factor in cultural change. You can probably imagine some of the possible changes in behaviour that might happen when television or the telephone are introduced into a community for the first time. If we return to the distinction between material and nonmaterial culture, we can see that changes in the material aspects of a society can bring about changes in norms, behaviours, and values.

Cultural change also occurs when different cultures come into contact with one another, and then borrow from each other. They may exchange ideas, such as religious beliefs, or material artifacts, such as food or clothing. Often when these imported elements are added to the existing culture, they are altered in some way to fit in better with the local culture.

21. Culture changes always occur suddenly.

22. The representatives of a mass youth culture agreed on many of the values of their parents.

23. Innovations and inventions may contribute to the changes within certain culture.

24. Changes in material culture may cause changes in non material aspects of culture.

25. Cultural exchange is rather complicated and different cultures don't influence each other.

BAPIAHT 28

PartILanguageFunctions

Match telephone phrases with responses.

1	Good morning. Can I speak to Mr. Herman?	a.	Hold on. I'll see if she is here today.
2	Would you like to leave a message?	b.	Please hold, I'm putting you through right now.
3	I can't hear you. It's a bad line.	c.	At last! I've been trying to get through to you all day.
4	I can't find her number anywhere.	d	Try to look it up in the phone book.
5	Simon Green speaking.	e.	O'K, I'll hang up and try again.
		f.	Yes. Could you ask him to call me back?

Part II Vocabulary

Fill in the gaps (6 - 10) with proper words (a or b).

6. Tracking tends to ……… children along ethnic, racial, and socioeconomic class lines

a. segregate   b. unite

7. College athletes are socially isolated, housed in a special ……… , and cut off from other students.

a. town   b. dorm

8. The process of introducing a new idea or object to culture is known as ……… .

a. innovation   b. diffusion

9. ……… may be based on common age, region, ethnic heritage, occupation, or beliefs.

a. Subcultures   b. Countercultures

10. ……… are established standards of behavior maintained by a society.

a. Values   b. Norms

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.	Montréal is the second … French speaking city in the world after Paris.		
	a) bigger	b) biggest	c) big
12.	This videophone is … among ours.		
	a) as old as	b) older than	c) the oldest
13.	They say … we learn, … we know.		
	a) the most…the least	b) more … less	c) the more … the less
14.	Computers are becoming … expensive.		
	a) less and less	b) fewer and fewer	c) the least and least
15.	For … information consult this book.		
	a) further	b) far	c) farther
16.	Young people … easily … by advertising.		
	a) are influenced	b) had influenced	c) were influencing
17.	For calculations, wide use … of modern computing machines.		
	a) are being made	b) has been making	c) will be made
18.	The experiment … on by our engineers.		
	a) was insisted	b) was insisting	c) will insist
19.	He thinks all the messages …already ….		
	a) was being sent	b) had been sending	c) have been sent
20.	You can't speak to Mr. Smith. He … to the manager.		
	a) will be introducing	b) is being introduced	c) has been introducing

Part IV Reading

Read the text and choose whether the following sentences (21-25) are True (T) or False (F).

The true cost of university fees

The recent government announcement of an increase in university fees for the coming academic year has angered young people planning to go to university.

In an ideal world, university education would be free and open to all. However, in most western countries, students do contribute to the cost of going to university, and most accept that they should pay something towards the benefits they receive from a university education.These benefits include the opportunity to get good jobs in the future, and this of course leads to higher salaries and a more comfortable lifestyle.

Many students have to depend on their parents to finance their education because the average student debt already runs into thousands of pounds. The intended increase in university fees has come at the wrong time. It will discourage some studentsfrom going to university because they simply cannot afford it. This is not good news for the Government, whose stated aim is to encourage 50 percent of young people to go on to higher education. Already, many young people are questioning the value of a university education. Everyone seems to have a degree these days, they say, so when they graduate from university, they cannot be sure they will get a well-paid job. And this seems to be the reality: many graduates have to accept positions which are not challenging or well-paid. Therefore the decision to raise university fees will almost certainly affect the student intake, leading to a drop in numbers.

The proposed increase in fees is unfair to students. Many are already having problems dealing with debt. There's nothing wrong with asking students to contribute to the costs of a university education, but the proposed increase is too much.

21. English government announced that the young people should pay more for their university education.

22. In most western countries university education is free.

23. Most students agree to pay more because of the opportunities higher education gives them.

24. Young people are highly motivated to get university education because they'll surely get good, well-paid jobs in the future.

25. It is expected that university fees increase won't influence the amount of young people who is going to enter university.

BAPIAHT 29

PartILanguageFunctions

Choosethe correct reply to each of the expressions.

1. Do you live in Paris?

No, I live in Versailles.   b)No, it's 20 minutes from Paris.

2. Do you like commuting?

a) Good idea. I'll think about it.   b) It's OK. I do a lot of work on the train.

3. What do you do in your free time?

a) I play squash.   b) I don't, actually.

4. How about a game this evening?

a) Good idea!   b) I like it.

5. Are you Mr White?

a) No, I'm not.   b) Actually, my name is Nicolson.

Part II Vocabulary

Choose the right word to complete each sentence.

6. Role ……… occurs when a person has difficulty meeting the obligations of a certain role or role set, usually because of a lack of resources (time, money, skills).

a. strength   b. strain

7. Mass media and technology have become important ……… of socialization.

a. participants   b. agents

8. Karola had been the ………in the family, but since being laid off her income has fallen from $3,276 a month in wages to $988 in unemployment compensation.

a. prize winner   b. bread winner

9. <u>Cashmere</u> is a soft ………. made from the wool of the Cashmere goat.

a. factory   b. fabric

10. ……… statuses are assigned to people without any effort on their part.

a. ascribed   b. achieved

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11. My brother is in… army now.

a) –   b) the   c) an

12. She gave us … very useful advice.

a) a   b) –   c) the

13. We were very unfortunate. We had … bad luck.

a) the   b) a   c) –

14. Our society is based on …family.

a) a   b) the   c) –

15. Where … you first …?

a) was … meeting   b) did … meet   c) had …met

16. We … to Chicago next week.

a) were flying   b) are flying   c) will have flown

17. She was typing some letters while I … through the mail.

a) was looking   b) had looked   c) had been looking

18. Next month our firms … rivals for three years.

a) will be   b) are going to be   c) will have been

19. We … since he went on a business trip.

a) weren't meeting   b) didn't meet   c) haven't met

20. The discussion… for a long time.

a) was going   b) has been going   c) had gone

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

An honest desire to communicate with people from other cultures, coupled with an attempt to understand cultural differences, will go a long way in helping you become a successful intercultural communicator.

Communicating in a new culture means learning *what* to say (words, phrases, meaning, structure), *who* to communicate with (the role and status of the person)*, who* you are (how you perceive yourself)*, how* you communicate the message (emotional components, nonverbal cues, intonation)*, why* you communicate in a given situation (intentions), *when* to communicate, and *where* you can or should communicate. This sounds like an impossible task – but remember, you learned to do all these things in your own native language and culture, mostly without thinking about them. The difference is that now as an adult learning a second language and culture, you must think about the process.

An awareness of the following potential problem areas will help you avoid the difficulties that others have experienced when communicating with other people from other cultures:

• Linguistic differences in grammatical structure and semantic differences in word meaning and usage.
• The nonverbal aspects of communication, such as gestures and other silent cultural clues.
• Preconceived ideas and value judgments about the behavior of people based on what you think is 'right'.
• Anxiety or discomfort that you feel when trying to communicate in a foreign language.
Much evidence shows that communicating interculturally is not easy, but that does not mean it is not worthwhile or is to be avoided.

21. Your strong wish to speak a foreign language will help you to become a good intercultural communicator.

22. There is no much difference between learning your native language and culture and a second language and culture.

23. Only one of the problems mentioned by the author is directly related to linguistic aspects of communication.

24. To be an effective intercultural communicator you must pay attention to the social, psychological, and cultural communication, not just the grammar.

25. Learning to communicate across cultures is difficult but not altogether impossible.

BAPIAHT 30

PartILanguageFunctions

Match each phrase (1-5) with a suitable response (a-g).

1.	Can I help you?	a.	Thank you.
2.	Good morning. I'm John Rodgers from Flikpak.	b.	I'm afraid not. He's away on business.
3.	Mr Marques will be down in a minute. Please take a seat.	c.	Yes, that's right.
4.	You must be rather tired, so let's start with a coffee.	d.	Sorry, could you five me your na again, please?
5.	You must be Mr Green.	e.	Yes, I'd like some chicken soup, please.

f.   Yes, of course.

g.   That's a good idea.

Part II Vocabulary

6. ……… groups, such as friendship cliques, youth gangs, and special-interest clubs, are the groups where young people often enjoy a similar social status.

a. prime   b. peer

7. ……… socialization refers to the process of socialization in which a person rehearses for future positions, occupations and social relationships.

a. anticipatory   b. antisymmetric

8. The term role ……… identifies a number of roles attached to a single status.

a. kit   b. set

9. It's a great career with good promotion ………… .

a. prospective   b. prospect

10. The ……… indicate the established and approved ways of doing things, of dress, of speech and of appearance.

a. social expectations   b. social norms

Part III Grammar

Choose the right variant (a, b or c) to complete the sentences.

11.   It was a good idea of … to go sightseeing this afternoon.

a) yours   b) you   c) yourself

12.   Did you go on holiday on …?

a) your own   b) yourself   c) yours

13. She's very popular. … likes her.

   a) Everyone   b) Each   c) Every one

14. "What do you want to eat?" " … Whatever you have."

   a) Everything   b) Nothing   c) Anything.

15. Can you lend me a … dollars?

   a) lot   b) little   c) few

16. She has lived her … life in Scotland.

   a) whole   b) all   c) most

17. I took two books with me on holiday but I didn't read … of them.

   a) none   b) either   c) all

18. I wanted to visit the museum, but … wasn't enough time.

   a) it   b) there   c) then

19. "Where are you going?" "… . I'm staying here."

   a) Somewhere   b) Nowhere   c) Anywhere

20. … was a long voyage. We were at see for four weeks.

   a) It   b) There   c) These

Part IV Reading

Read the text and choose whether the following sentences are True (T) or False (F).

Hearts of our people

"They are loving people. Their speech is the sweetest and gentlest in the world". Christopher Columbus wrote these words about the first Native Americans that he met in the New World. In the late 15ᵗʰ century, there were about one million Native Americans in North and Central America living in 650 tribes*. They were diverse, with different cultures and as many as 2,200 languages.

Some groups lived in cities and villages; others were nomads*. Some were farmers; others hunted animals and gathered food. Some lived in

bands of between 20 and 300 people; some lived in tribes, a group of bands; some lived in nations, a group of tribes. Some tribes had democratic social structures; others had rigid class systems.

But the basic difference between the Native Americans and the European settlers was their philosophies toward the land, and it was the main cause of conflict. The Native Americans lived in harmony with nature and believed that the land could not be the private property of individuals. Instead, they were allowed to use the land. On the other hand, the European settlers believed strongly in private and individual ownership of land and came to the New World seeking land. This conflict and the efforts to resolve it shaped the history between these two groups of peoples during a 400-year period.

These conflicts formed the Native American story— the dispossession of cultures, the movement of tribes, the cession* of millions of acres of land, and the assimilation into the "American culture." Between 1607 and 1890 the United States signed 370 peace treaties with Native American tribes and established more than 300 reservations in the various states and numerous Indian communities.

nomad - a member of a people or tribe who move from place to place to find pasture and food

cession - the act of transferring of rights, property, land or territory

21. Christopher Columbus had no special sympathy for the native Americans.

22. The Native Americans groups were very much alike and they spoke the same language.

23. Tribes consist of bands and nations.

24. Land caused the majority of conflicts between the Native Americans and the European settlers.

25. The European settlers wanted the land to be the private property of individuals.

Module Test #1

Part 1
Use of English

Choose the right variant (a, b, c or d) to fill in the gaps.

1. The … importance of satellite services in telecommunications attracts worldwide attention.
a) grow
b) growing
c) be grown
d) have been grown

2. Certain videos are empty when … . Why does it happen?
a) have downloaded
b) downloads
c) is downloading
d) downloaded

3. A total of 20 colleges of education … over the next four years.
a) had been closed
c) are to be closed
b) to be closed
d) closing

4. If sufficient data had been accumulated, a more definite solution … obtained.
a) will have
c) would have been
b) will be
d) will

5. I … in Singapore for three years; then I came back to England.
a) has been lived
c) lived
b) has lived
d) will have been lived

6. None of the counterfeit money … .
a) find
c) finding
b) has been found
d) finds

7. I have to do some extra work now because one of my colleagues … a holiday.
a) have
c) is having
b) have had
d) would have

8. He … to advance strong arguments for the use of his own method.
a) has
c) must
b) are
d) could

9. Nobody expected them ... a discovery.
a) to make
c) to be made
b) would be made
d) will make

10. ... data during research is not an aim in itself.
a) Accumulating
c) To be accumulated
b) Having been accumulated
d) Being accumulated

11. If you … a postgraduate student, you will have to undertake a programme of study and research.
a) had became
c) become
b) will become
d) becoming

12. I am not sure … he knows anything about quantum mechanics.
a) if
c) is

b) does   d) about

13. Some of our older conceptions ... presently, since they have come into conflict with new experimental findings.
a) are revising   c) revised
b) have revised   d) are being revised

14. The problem … at the next staff meeting is of vital importance.
a) is considered   c) are considering
b) have considered   d) to be considered

15. This man … in charge of our research group for a few years now.
a) has been   c) were
b) are   d) have to be

16. L. Landau … the conception of energy density matrix in 1927.
a) was introduced   c) introduced
b) will be introduced   d) introduces

17. Your reception room is bigger than ...
a) our   c) we
b) ours   d) us

18. We hadn't heard from him for a long time. He ... wrote nor telephoned.
a) haven't   c) neither
b) isn't   d) didn't

19. 2. In terms of population, Bangkok, Thailand, is quite a bit … than Barcelona, Spain.
a) as large   c) the largest
b) larger   d) more large

20. Recently a considerable number of works ... on various problems of elementary particles physics.
a) have appeared   c) had appeared
b) appear   d) are to appear

Part 2
Vocabulary

Chooseonevariant   (a,   b,   c   or   d) whichcouldbeusedinplaceofthewordorphraseunderlinedwithoutchangingthemeaningofthesentence.

1. The <u>shortcomings</u> of this analysis of the problem have been discussed carefully.
a) advantages   c) difficulties
b) perspectives   d) drawbacks

2. Many <u>environmentalists</u> feel that more deep-going changes in production are necessary.
a) ecologists   c) educationalists
b) manufacturers   d) reformists

3. From the earliest times, men have observed changes that <u>occur</u> in nature.

a) take place   c) meet
b) result   d) take part

4. The engineers hope <u>to eliminate</u> these negative factors.

a) minimize   c) restrict
b) remove   d) discover

5. The laboratory is equipped with <u>up-to-date</u> instruments.

a) modern   c) precise
b) universal   d) available

6. Without using such materials it was impossible <u>to perfect</u> their operation.

a) change   c) improve
b) guarantee   d) check

7. In most cases natural materials are <u>substituted for</u> by synthetic ones.

a) altered   c) strengthened
b) replaced   d) added

8. Study of their <u>essential</u> properties is going on a large scale.

a) fundamental   c) positive
b) negative   d) desirable

9. You badly need your supervisor's <u>assistance.</u>

a) attendance   c) application
b) help   d) hope

10. When are you going to <u>complete</u> your work?

a) make   c) continue
b) start   d) finish

Part 3
Reading

Read the passage and then choose the best answer (A, B, C or D) to each question. Answer all questions on the basis of what is stated or implied in that passage.

What an artificial intelligence researcher fears about AI

As an artificial intelligence researcher, I often come across the idea that many <u>people are afraid of what AI might bring</u>.

And yet it is hard for me to look up from the <u>evolutionary computer models I use to develop AI</u>, to think about how the innocent virtual creatures on my screen might become the monsters of the future. Might I become "the destroyer of worlds?

The HAL 9000 computer, dreamed up by <u>science fiction author Arthur C. Clarke</u> and brought to life by <u>movie director Stanley Kubrick</u> in "2001: A Space Odyssey," is a good example of a system that fails because of unintended consequences. In many complex systems – the RMS Titanic, NASA's space shuttle, the Chernobyl nuclear power plant – engineers layer many different components together. The designers may have known well how each element worked individually, but didn't know enough about how they all worked together.
That resulted in systems that could never be completely understood, and could fail in unpredictable ways. In each disaster – sinking a ship, blowing up two shuttles

and spreading radioactive contamination across Europe and Asia – a set of relatively small failures combined together to create a catastrophe.

We could fall into the same trap in AI research. We try to engineer AI without understanding intelligence or cognition first.

As AI designs get even more complex and computer processors even faster, their skills will improve. That will lead us to give them more responsibility, even as the risk of unintended consequences rises. We know that "to err is human," so it is likely impossible for us to create a truly safe system.

One big area people are paying attention to is employment. Robots are already doing physical work like welding car parts together. One day soon they may also do cognitive tasks we once thought were uniquely human. Self-driving cars could replace taxi drivers; self-flying planes could replace pilots.

Instead of getting medical aid in an emergency room staffed by potentially overtired doctors, patients could get an examination and diagnosis from an expert system with instant access to all medical knowledge ever collected – and get surgery performed by a tireless robot with a perfectly steady "hand." Legal advice could come from an all-knowing legal database; investment advice could come from a market-prediction system.

Perhaps one day, all human jobs will be done by machines.

In our current society, automation pushes people out of jobs, making the people who own the machines richer and everyone else poorer.

A study of 1,000 companies revealed that AI systems created new jobs in 80% of the organizations they were implemented in. A 2017 Gartner report predicts that AI will create 500,000 more jobs than it will displace over the next three years, ushering a slew of employment opportunities for medium-to high-skilled workers.

As the global economy gears up for the widespread adoption of AI solutions, competition grows fierce for employees with the scarce skills required to implement, manage and work alongside this new technology. Millennials are the most vulnerable generation to the threats AI poses, with 37% of Millennials being at risk of redundancy. But redundancy isn't just a short-term problem for young professionals: half of today's work activities could be automated by 2055.

That is not a scientific issue; it is a political and socioeconomic problem that we as a society must solve. My research will not change that, though my political self may be able to create circumstances in which AI becomes broadly beneficial instead of increasing the discrepancy between the one percent and the rest of us.
There is one last fear, embodied by HAL 9000, the Terminator and any number of other fictional superintelligences. If AI keeps improving until it surpasses human intelligence, will a superintelligence system find it no longer needs humans? How will we justify our existence in the face of a superintelligence that can do things humans could never do? Can we avoid being wiped off the face of the Earth by machines we helped create? If this guy comes for you, how will you convince him to let you live?

The key question here is: Why should a superintelligence keep us around?

When I take a sharp look at us all together, there is a lot wrong: We hate each other. We wage war on each other. We do not distribute food, knowledge or medical aid equally. We pollute the planet. There are many good things in the world, but all the bad weakens our argument for being allowed to exist.

Fortunately, we need not justify our existence quite yet. We have some time – somewhere between 50 and 250 years, depending on how fast AI develops. As a species we can come together and come up with a good answer for why a superintelligence shouldn't just wipe us out. But that will be hard.

We all, individually and as a society, need to prepare for that. Regardless of the physical threats superintelligences may present, they also pose a political and economic danger. If we don't find a way to distribute our wealth better, we will have fueled capitalism with artificial intelligence laborers serving only very few who possess all the means of production.

1. The author's claim that a system can fail because of unintended consequences means that
A. science fiction film directors failed to use HAL 9000 computers in their production;
B. the RMS Titanic, NASA's space shuttle, the Chernobyl nuclear power plant and other systems failed because their elements hadn't been thoroughly studied;
C. it's difficult to predict how multi-component system can work and what can lead to a disaster;
D. should each elements of a system perform individually nothing bad will happen to the whole system.

2. More responsibility will be given to AI in the future because
A. of technology advances in IT sphere
B. the mankind is highly likely to create absolutely safe systems;
C. to err is human
D. of unintended consequences

3. Employment is one of the artificial intelligence areas researchers fear about because
A. robots can weld car parts together;
B. robot surgeons can operate on patients;
C. 500000 jobs will be created by AI in the nearest future;
D. AI will replace people at work causing staff reduction

4. Young professionals are considered to be vulnerable to the threats AI poses because
A. employees experience bitter rivalry due to the fact that the world economy is getting prepared to put AI solutions into practice;
B. AI becomes broadly beneficial;
C. they have no skills required to implement, manage and work alongside this new technology;
D. AI increases the discrepancy between the one percent who own the machines and the rest of people.

5. The author's one last fear, embodied by HAL 9000, the Terminator and any number of other fictional superintelligences, is that
A. earth dwellers do not distribute food, knowledge or medical aid equally and pollute the planet;
B. the societies will give an impetus to development of capitalism;
C. earth dwellers used to trigger off wars;
D. If AI outruns human intelligence, it may find it no longer needs humans.

Part 4
Writing
Write a summary of the following text in 5-7 sentences:
The Four Industrial Revolutions in a Glimpse

Mankind has taken gigantic leaps forward in the last two centuries. So much of what we do now has been made possible by the inventions and innovations of the four industrial revolutions. As we dive head first into the fourth one, it is worthwhile to take some time to assess the impact of the previous three in our society and environment.

Coming from an agrarian society with virtually no urban centers, the shift towards steam-powered textile factories and cities was a momentous event. The First Industrial Revolution paved the way for the remaining three industrial revolutions. Therefore, had it never happened; we wouldn't have the basic goods we now take for granted.

The steam engine was perhaps the greatest invention of the First Industrial Revolution. It was used to completely transform the textile industry; which implemented it in the power looms—for weaving— and cotton gins —for separating cotton fibers from the seeds. Further innovations to the steam engine allowed to use it for transportation.

The new textile factory system eliminated the need for skilled craftsmen while giving way to the exploitation of workers. This triggered a drastic fall of the quality of life for craftsmen and the poor alike; as well as the rise of child labor.

Furthermore, the establishment of factories led to the creation of industrial cities; with the perks and problems it carried. Massive use of coal and harmful chemicals polluted the air and water sources near the cities. On the other hand, new transportation methods lowered food costs and therefore, contributed to the reduction of malnutrition levels.

Finally, the First Industrial Revolution saw the creation of the first trade union and environmental laws.

Second Industrial Revolution brought on one of the pillars of the later industrial revolutions: electricity.

During this Industrial Revolution, we replaced iron with steel. Thus, we were able to build rail lines at competitive costs. Steel made easier the construction of ships, larger bridges and skyscrapers.

Back to electricity; the invention of lightbulbs and the construction of power stations enabled the mechanization of the factories. Later on; this gave way to a better management of the production chain and improvements on public health.

The tweaks in production enabled the widespread adoption of pre-existing inventions; such as pipes for sewage systems, as well as gas and water supplies.

This also enabled massive production of telegraphs and Graham Bell's telephone. Therefore, it contributed to globalization.

Furthermore, new paper machines; as well as the invention of pencils and steam-driven rotary printing presses allowed us to spread literacy.

The Second Industrial Revolution gave birth to transportation as we know it today. During it we invented the internal combustion engine and the vulcanization of rubber.

This period resulted in a larger, well-educated middle class and the demise of child labor. However, it continued a pattern that we find across all industrial revolutions: the displacement of workers in favor of more efficient machines. It also encouraged the materialistic culture that is now our biggest setback in the battle against global warming and climate change.

Nearly a century later, in the second half of the 20th century, a third industrial revolution appeared with the emergence of a new type of energy whose potential surpassed its predecessors: nuclear energy. This revolution witnessed the rise of electronics—with the transistor and microprocessor—but also the rise of telecommunications and computers. This new technology led to the production of miniaturized material which would open doors, most notably to space research and biotechnology. For industry, this revolution gave rise to the era of high-level automation in production thanks to two major inventions: automatons— programmable logic controllers (PLCs)—and robots.

Early attempts at artificial intelligence led to the displacement of thousands of factory workers. This also caused a segregation of the job market into high-skill/high-pay and low-skill/low-pay jobs, with a void in the middle.

The Fourth Industrial Revolution is the first of all industrial revolutions that we have been able to announce and plan. We are currently working in the development of the Internet of Things and cyber-physical systems; as well as the integration of cloud computing.

Already, this Industrial Revolution has had a massive impact on business and the job market; it will have similar ones in government. It has completely changed the way we look at customer service; as well as forced companies to change their organizational structure and culture.

In the future, it can exacerbate the segregation of the job market, thus increasing wealth and income inequality. It will also affect the government-citizen relationship; as citizens are increasingly able to voice their opinions and force the government to change their current approach to public engagement and policymaking. Finally, it elicits concerns on security because it has made biological and autonomous weapons easier to use.

Module Test #2

Part 1

Use of English

Choose the right variant (a, b, c or d) to fill in the gaps.

1. Our firm seems … a large number of outdated computers.

a) to have   c) has

b) have   d) having

2. Was ... present at the conference from the European management teams?

a) someone   c) anyone

b) none   d) every

3. We couldn't use the photocopier, it ... .

a) was repairing   c) was being repaired

b) was repaired   d) had been repaired

4. He didn't know how long the staff training course ... .

a) will last   c) can last

b) last   d) would last

5. The results would improve if we ... more time on planning.

a) will spend   c) have been spending

b) spent   d) spend

6. When ... about that event, he replied nothing.

a) asking   c) asked

b) have asked   d) be asked

7. He objected to ... any modifications to the original design.

a) making   c) be made

b) make   d) being made

8. Such examples are too numerous ... as an exception.

a) for treating   c) to treat

b) to be treated   d) for being treated

9. They are sure that the funds … by the end of the month.

a) will be receiving   c) will have been received

b) will have received   d) will have been receiving

10. Now new applications of the theory … in many fields.

a) is explored   c) has been explored

b) are being explored   d) are exploring

11. Science is knowledge … in an orderly manner.

a) arranging   c) to arrange

b) arranged   d) being arranged

12. . Water … to be purified to meet our needs.

a) is   c) are

b) must   d) can

13. If the test data … available, the calculations of the parameters will be

made from them.

a) is   c) was

b) will be   d) are

14. If I had not been so busy with my thesis last year, I ... a trip to Britain.

a) might have taken   c) might take

b) took   d) may be taking

15. When … opinions with other people, you enrich your mind.

a) being exchanged   c) exchanging

b) exchanged   d) having exchanged

16. These phenomena ... since last century.

a) have been observed   c) are observed

b) were observed   d) are being observed

17. The question ... at next Thursday's meeting concerns all of the laboratory staff.

a) to be discussing   c) being discussed

b) discussed   d) to be discussed

18. He … to describe all the work but only present the important data.

a) hadn't   c) shouldn't

b) wouldn't   d) didn't have

19. ... data during research is not an aim in itself.

a) Accumulating   c) To be accumulated

b) Accumulate   d) Being accumulated

20. The last committee meeting ... on 19 August.

a) was held   c) had held

b) was holding   d) has been held

Part 2

Vocabulary

Choose one variant (a, b, c or d) which could be used in place of the word or phrase underlined without changing the meaning of the sentence.

1. Einstein's theories <u>prevailed</u> throughout the 20th century.

a) demonstrated   c) dominated

b) proved   d) prevented

2. Your thesis meets the necessary <u>requirements.</u>

a) levels   c) measurements

b) standards   d) topics

3. Madame Curie <u>inspired</u> many women to do scientific research.

a) implied   c) required

b) assisted   d) stimulated

4. Experimental results without a good theory are nothing more than a handful of <u>unrelated</u> facts.

a) pure   c) insufficient

b) unavailable   d) isolated
5. The <u>goal</u> of all scientific investigation is to predict the future.
a) cause   c) use
b) result   d) aim
6. Mathematics gives <u>precision</u> to science.
a) accuracy   c) challenge
b) significance   d) prominence
7. The <u>outcome</u> of the experiment was a complete surprise to everyone.
a) beginning   c) result
b) conclusion   d) launch
8. They have decided to <u>launch</u> an investigation.
a) finance   c) assist
b) support   d) initiate
9. Wages and inflation are closely <u>linked</u>, in that as one rises or falls so does
the other.
a) disconnected   c) affected
b) interrelated   d) observed
10. Scientific information is growing at a very high <u>rate</u>.
a) accuracy   c) wave
b) speed   d) per cent

Part 3

Reading

Read the passage and then choose the best answer (A, B, C or D) to each question. Answer all questions on the basis of what is stated or implied in that passage.

The Statue of Liberty

The Statue of Liberty is the famous statue that stands оп Liberty Island in New York Harbour. . At a height of 151 feet (46m), it is extremely tall. The statue was a gift to the United States from the people of France, and over the years it has becomea symbol of freedom. Many people think an American designed it, but it was in fact created bya French artist, Frederic Bartholdi.

The designer tried many designs and models, including children and animals, before he chose a female figure, wearing a gown and cloak, holding a torch high above her head. The statue's body looks like a Greek goddess. In the early drawings, the statue's face was going to look like the .president's wife, but Bartholdi decided to copy the face of Charlotte Beysser, Bartholdi's mother.

Bartholdi decided to make the skin from copper sheets. This was a good choice because the workmen were able to lift and work with the sheets with no difficulty. He considered other cheaper metals but thought they might be too hard to work with because of their weight.

On October 28th 1886, the President of the United States opened the Statue of Liberty in a ceremony in front of a huge, excited crowd. The President gave

along speech, and Bartholdi was asked to give one too but he refused because he was a shy man. A fireworks display was delayed until November 1 because of poor weather, but the parade went ahead as planned.

Members of the general public - people like you and me - were not allowed on the island during the ceremony, just officials and important people. The only females at the ceremony were the President's wife and the designer's granddaughter, who was only ten.

After the ceremony, they lit the statue's torch, but the light was very faint and no one could see it from far away. Despite this disappointment, the enormous pale statue quickly became a landmark. Many immigrants who sailed into New York Harbour believed that the statue was a welcoming sight and it became a popular tourist attraction.

In 1982, engineers looked at the statue and saw that it needed repairs and money spent on it. The first examination showed that the right arm wasn't attached to the body properly. When strong winds blew, the arm was rubbing against the side of the statue, creating a hole. They also replaced about two per cent of the copper on the outside of the statue because they could see an orange-coloured stain - they thought this was caused by the rain. Although they noticed this "orange problem" as early as 1936, the workers doing early repair work just covered it in layers of paint. That did not solve the problem though.

The statue was closed to the public so they could make repairs. It took many years because it was in worse condition than people first thought. Getting materials to and from the site was not too difficult due to modern engineering knowledge, but the whole exterior had to be cleaned with strong dangerous cleaners. Because of this the repairers had to wear special clothing and gloves.

The statue closed again in October 2011 so they could install new lifts and staircases, and improve the facilities, like bathrooms. When it opened again, visitors had to pay for the ferry service to get to the island, as private boats were no longer allowed to stop there. This money will help pay for future work on the statue and Liberty island.

Choose the correct letters A, B, C or D.

1. The designer made the statue using copper because
A it was the colour of skin.
B it was cheaper than other metals.
C it was heavy.
D it was easy to work with.
2. Who weren't allowed on the island during the celebrations?
A women
B old people
C children
D ordinary people
3. In 1982, engineers discovered
A early repairers covered problems with paint.

B the statue's arm was nearly falling off.

C there were holes everywhere.

D they had to replace most of the copper.

4. It took a long time to repair the statue because

A there was bad weather.

B they needed to make special equipment to fix it.

C they had to use dangerous materials to clean the outside.

D it was difficult to get there every day.

5. When the statue opened again,

A entry was free.

B the bathrooms were nicer.

C people weren't allowed to use the stairs any more.

D you could sail your boat right up to the island.

Part 4

Writing

Write a summary of the following text in 5-7 sentences:

What price fresh flowers?

Flowers have long been symbols of love and caring. People send them to express sympathy, to apologise, or just wish someone well. But today, floriculture - the growing and selling of flowers - is very big business, worth £2.2 billion a year in the UK alone. The majority of the cut-flowers sold there are imported, these days mostly from countries such as Colombia and Kenya. The Netherlands is the traditional centre of flower production in Europe, and remains a major supplier of flowers. In recent years, however, as labour and production costs have soared, attention there has shifted from flower production to flower trading. Meanwhile, the Kenyan cut-flower industry has grown rapidly, and now provides a vital income for around two million people. It is the country's largest agricultural foreign exchange earner after tea, producing £ 1 65 million annually.

For the environmentally conscious, it might seem wasteful that a commodity such as flowers should travel halfway around the world before arriving at a supermarket or florist shop. Just as some environmentalists say that it's better to buy fruit and vegetables grown locally, some also advocate the buying of locally-grown flowers. Thanks to globalisation, however, the U K cut-flower industry now supplies just ten per cent of the country's needs. Twenty years ago it was more like half. What's more, it is suggested that reversing this trend would actually have serious environmental consequences.

Research published in 2006 by Cranfield University in the UK showed that the production of Kenyan flowers, including delivery by air freight and truck, resulted in a carbon footprint nearly six times smaller than that caused by the production of Dutch flowers. Kenya has optimal growing conditions and the warm African sun provides heat and light, whereas growers in the Netherlands and other

developed countries require significant inputs of gas and electricity to grow flowers year-round in artificial climate-controlled environments.

But there are other environmental factors to consider. A vast range of pesticides, fertilisers and fumigants are used in producing cut flowers. Lake Naivasha, the centre of Kenya's flower industry, is the ideal place to grow roses, thanks to its high altitude and abundant sunlight and water. However, environmental damage has resulted from the development that has followed in the wake of floriculture. Lake Naivasha itself has shrunk to half its original size, with water levels dropping by three metres, fish catches falling and the native hippopotamus feeling the effects of pollution.

Meanwhile, transporting flowers over long distances poses its own set of challenges. Roses, for example, have to be shipped by air rather than sea because they require constant refrigeration and wilt quickly. Transporting other types of flowers by sea can also be tricky compared to air freight. Demand is difficult to predict, which means entire shipping containers can seldom be filled with a single species, but mixing flowers is often inadvisable because some varieties emit gases that spoil others. One strategy is to opt for heartier breeds such as carnations and lilies which are easier to ship and require less refrigeration than roses.